

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action is the part where events build up to the turning point.**

**STAAR traps can put a true event out of order, so I check the story before I choose.**

THIS WEEK'S FOCUS

## Plot

from “The Frog-Prince”

This week we learn about the **rising action**, the events that build up to the turning point of a story. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the fairy tale **The Frog-Prince**. STAAR asks: **What happens first in the story?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **starting the plot the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Prepare Cluster • Plot

TEKS 4.8(C) • Plot • Week 1 of 36 • Prepare Cluster • Module 1 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build up to the turning point of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about what happens first, and we will learn to spot events that are out of order.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for the Prepare Cluster Module 1  
. a class or student copy of “The Frog-Prince”  
. the student tracking sheet  
. pencils  
. \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell the first three events of the story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first event in a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the very first event.

Read the first lines of **The Frog-Prince**. Notice the very first event. Circle the words that tell what the princess does.

**"One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood"**

**I CAN** | I can notice where the plot begins.



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Grade 4 · Prepare Cluster · Plot · Monday

TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first event in a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts somewhere. Listen for the very first thing that happens."**

▶ Read the line twice. Students circle bonnet and clogs and take a walk on the NOTICE row.

**ANSWER KEY:** The princess goes out for a walk by herself in the wood.

### CHECK FOR UNDERSTANDING

Ask a student what the princess does first in the story.

### COMMON MISCONCEPTION

Students may name the ball falling into the spring. That happens next, after the walk begins.

### POSSIBLE STUDENT QUESTION

Is the first event always exciting? No. It is just where the story starts.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event. Keep the demand at this level.

### RAISE THE THINKING

Ask what the princess carries with her on the walk.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the event that comes first."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what happens first.

STAAR asks: **What happens first in the story?** Pick the event that comes before the others.

**"Now she had a golden ball in her hand, which was her favourite plaything"**

- A** The frog eats from the princess's golden plate. • **B** The princess runs home and forgets the frog. • **C** The princess's golden ball falls into the spring.

**I CAN** | I can compare events and choose the one that happens first.



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Grade 4 • Prepare Cluster • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 1 of 36 • Prepare Cluster • Module 1 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the event that comes first."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one of them happens first."**

▶ Students choose privately, then find all three events in the story with a partner.

**ANSWER KEY:** C. The princess's golden ball falls into the spring.

### CHECK FOR UNDERSTANDING

Ask a student which event comes before the frog appears.

### COMMON MISCONCEPTION

Students may pick B because running home is a big moment. It happens after the ball is lost.

### POSSIBLE STUDENT QUESTION

If every choice really happens, how do I pick? Find each one in the story and see which comes first.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that comes first. Keep the demand at this level.

### RAISE THE THINKING

Ask a student where the ball is when the frog first speaks.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the problem."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the problem starts.

STAAR asks: Which sentence from the story best supports the idea that the princess cannot reach her ball? Point to the line that proves it.

"it was very deep, so deep that she could not see the bottom of it"

I CAN | I can point to the exact line where the problem begins.



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Grade 4 · Prepare Cluster · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the sentence that proves the problem."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The problem starts with a line about the spring. Hunt for the line that shows why she cannot get the ball."

▶ Take two or three answers. Students underline very deep and could not see the bottom on the SHOW row.

**ANSWER KEY:** It was very deep, so deep that she could not see the bottom of it.

CHECK FOR UNDERSTANDING

Ask a student why the deep spring matters to the plot.

COMMON MISCONCEPTION

Students may choose a line about the walk. Look for the line that shows the problem.

POSSIBLE STUDENT QUESTION

Why is this line the strongest proof? Because it explains why the princess cannot get her ball back.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the problem begins. Keep the demand at this level.

RAISE THE THINKING

Ask what the princess does after she sees she cannot reach the ball.

TODAY'S THINKING JOB

# OWN

"I can write the plot events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the order of events.

Write the events of the story in order, from the walk to the deal with the frog. Use first, next, and last.

**"Then the frog put his head down, and dived deep under the water"**

**I CAN** | I can retell the beginning of the plot in order.



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Grade 4 · Prepare Cluster · Plot · Thursday

TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the plot events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so a listener can follow the plot."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the princess plays with her ball, next the ball falls in the spring, last the frog dives for it.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may jump ahead to the prince at the end. Stay with the beginning of the story.

### POSSIBLE STUDENT QUESTION

Do I have to use the exact words? No. Keep the events in the same order as the story.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the beginning of the plot in order. Keep the demand at this level.

### RAISE THE THINKING

Ask which event in the retelling starts the problem.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend what happens first.

How does the frog's offer lead to the princess getting her ball back? Explain the connection.

**"As soon as the young princess saw her ball, she ran to pick it up"**

**I CAN** | I can defend the order of events and how they connect.



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Grade 4 · Prepare Cluster · Plot · Friday

TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Events connect in a plot. One thing happens, so the next can happen."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The frog's offer leads to the dive, so the princess gets her ball back and runs to pick it up.

### CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

### COMMON MISCONCEPTION

Students may agree with a trap because the event really happens. True events can still be out of order.

### POSSIBLE STUDENT QUESTION

Why does the order matter? Because the ball must fall before the frog can offer to help.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the events connect in order. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the frog never made his offer.

### Follow the plot on your own.

Go back to the story. Write the event that happens right after the princess sits down by the spring. Copy the sentence that proves it.

**Go back to the story.**  
**Write the event that happens right after the princess sits down by the spring.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence.

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Grade 4 · Prepare Cluster · Plot



TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the words about the princess sitting down first. Then read the very next sentences."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The princess puts on her bonnet and clogs and goes out to take a walk by herself in the wood. That is the very first event of the plot.

**CHOOSE C.** The princess's golden ball falls into the spring. A is Out of order: the frog eats from her plate after he follows her home. B is Out of order: the princess runs home after she gets her ball back.

**SHOW** It was very deep, so deep that she could not see the bottom of it, and that tells us the spring is too deep for the princess to reach her ball.

**OWN** Answers vary. Example: First, the princess walks in the wood and plays with her golden ball. Next, the ball falls into the spring. Last, the frog dives down and agrees to bring it back.

**DEFEND** The frog's offer leads to the princess getting her ball back, because he dives deep and brings it up, so as soon as the young princess saw her ball, she ran to pick it up. A choice that names a later event as the first is Out of order.

**YOUR TURN** Answers vary. Example: She tosses her golden ball up into the air. Proof: she was always tossing it up into the air, and catching it again as it fell.

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TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water, that rose in the midst of it, she sat herself down to rest a while. ... After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along upon the ground, till at last it fell down into the spring.”**

## What happens first in the story?

- A** The frog promises to bring the ball back if the princess will love him.
- B** The frog hops up the stairs and knocks at the princess's door.
- C** The princess's golden ball falls into the spring.
- D** The prince tells the princess that a fairy enchanted him.



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TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

### COMMON MISCONCEPTION

Choosing the prince's explanation because it is a big moment, without checking where it falls in the plot.

### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

- A** **The frog promises to bring the ball back if the princess will love him.**  
Pattern Mix-Up: Out of order. The frog makes his offer after the ball is already lost.
- B** **The frog hops up the stairs and knocks at the princess's door.**  
Pattern Mix-Up: Out of order. The frog knocks at the door the next day, not at the start of the story.
- C** **The princess's golden ball falls into the spring. **Correct.****  
Correct. The ball falls into the spring before the frog speaks or the princess makes any promise, so it is the first event of the plot.
- D** **The prince tells the princess that a fairy enchanted him.**  
Another Place: Wrong part of the story. The prince explains the charm near the end, in the falling action.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ *Have students write one sentence explaining why the correct answer fits.*

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action starts with a problem the main character must face.**

**STAAR traps can offer a small detail that does not drive the plot, so I ask what really matters.**

THIS WEEK'S FOCUS

## Plot

from “The Frog-Prince”

This week we learn about **the rising action** and the problem that starts it. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the fairy tale **The Frog-Prince**. STAAR asks: **What is the main problem in the story?** Trap this week: **Small detail, not a plot event**, a true detail that does not move the plot.

This deck teaches **finding the problem the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Prepare Cluster • Plot

TEKS 4.8(C) • Plot • Week 2 of 36 • Prepare Cluster • Module 2 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the problem that starts the rising action of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the main problem, and we will learn to spot small details that do not drive the plot.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for the Prepare Cluster Module 2 . a class or student copy of “The Frog-Prince” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name the problem in a favorite story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the problem.

Read the beginning of **The Frog-Prince**. Notice why the princess is upset. Circle the words that tell what she has lost.

**"Alas! if I could only get my ball again, I would give all my fine clothes and jewels"**

**I CAN** | I can notice the problem that starts the rising action.



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Grade 4 · Prepare Cluster · Plot · Monday

TEKS 4.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the problem in a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A problem usually shows up early. Listen for what the princess has lost."**

▶ Read the line twice. Students circle *get my ball again* on the NOTICE row.

**ANSWER KEY:** The princess wants her golden ball back from the spring.

## CHECK FOR UNDERSTANDING

Ask a student what the princess has lost.

## COMMON MISCONCEPTION

Students may name the frog's visit. The problem starts before the frog appears.

## POSSIBLE STUDENT QUESTION

Can a problem be small? Yes, but this one drives the whole story.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the main problem. Keep the demand at this level.

## RAISE THE THINKING

Ask why the princess cannot simply reach into the spring.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the main problem."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the main problem.

STAAR asks: **What is the main problem in the story?** Pick the problem that starts the rising action.

**"the ball bounded away, and rolled along upon the ground, till at last it fell down into the spring"**

- A** The frog knocks at the door and asks to come in. • **B** The princess loses her golden ball in the deep spring. • **C** The princess sits down by the spring to rest a while.

**I CAN** | I can choose the problem and name the trap in a wrong choice.



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Grade 4 • Prepare Cluster • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 2 of 36 • Prepare Cluster • Module 2 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the main problem."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three choices are true. Only one is the problem that drives the plot."**

▶ Students choose privately, then check each choice against the story with a partner.

**ANSWER KEY:** B. The princess loses her golden ball in the deep spring.

## CHECK FOR UNDERSTANDING

Ask a student which choice names the problem.

## COMMON MISCONCEPTION

Students may pick A because the knocking is exciting. Excitement is not the same as the main problem.

## POSSIBLE STUDENT QUESTION

How do I know the problem? Ask what the character wants and what stands in the way.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the main problem. Keep the demand at this level.

## RAISE THE THINKING

Ask what the princess wants at the start of the story.

TODAY'S THINKING JOB

# SHOW

"I can show the sentence that proves the problem."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Show the problem.

STAAR asks: **Which sentence from the story best supports the idea that** the princess cannot get her ball back? Point to the line that proves it.

**"The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it."**

**I CAN** | I can point to the exact line that proves the problem.



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Grade 4 • Prepare Cluster • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 2 of 36 • Prepare Cluster • Module 2 • slide 4 of 10

## TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the problem."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A proof sentence tells why the problem is real. Hunt for the line about the deep spring."**

▶ Take two or three answers. Students underline could not see the bottom on the SHOW row.

**ANSWER KEY:** The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it.

## CHECK FOR UNDERSTANDING

Ask a student why the spring is too deep for the princess.

## COMMON MISCONCEPTION

Students may choose a line about the princess's clothes. Look for the line about the spring.

## POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it shows the princess cannot reach her ball.

## RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the problem. Keep the demand at this level.

## RAISE THE THINKING

Ask what the princess does next when she sees she cannot reach the ball.

TODAY'S THINKING JOB

# OWN

"I can write the problem and the fix in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the problem and the promise.

Write the problem of the story and the promise the princess makes to fix it. Use the story to help you.

**"and after a little while he came up again, with the ball in his mouth, and threw it on the edge of the spring"**

**I CAN** | I can retell the problem and how the rising action tries to solve it.



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Grade 4 · Prepare Cluster · Plot · Thursday

TEKS 4.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the problem and the fix in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A problem needs a fix. Tell what the character promises to do."**

▶ Students write the problem and the promise on the OWN row.

**ANSWER KEY:** Example: The ball is lost in the spring, so the princess promises the frog what he asks, and he brings the ball back.

### CHECK FOR UNDERSTANDING

Ask a student what the princess promises the frog.

### COMMON MISCONCEPTION

Students may skip the problem and only tell the promise. Name the problem first.

### POSSIBLE STUDENT QUESTION

Does the promise solve the problem? It gets the ball back, but it also starts new trouble.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the problem and the promise. Keep the demand at this level.

### RAISE THE THINKING

Ask what new trouble the promise might bring.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the promise connects to the fix."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the fix.

How does the princess's promise lead to the problem being solved? Explain the connection.

**"So she said to the frog, 'Well, if you will bring me my ball, I will do all you ask.'"**

**I CAN** | I can defend how the promise leads to the solution.



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Grade 4 · Prepare Cluster · Plot · Friday

TEKS 4.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the promise connects to the fix."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A promise can change the plot. Tell what the promise leads to."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** The promise leads to the frog diving for the ball, so the princess gets her ball back.

### CHECK FOR UNDERSTANDING

Ask a student what the princess's promise leads to.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what the promise causes.

### POSSIBLE STUDENT QUESTION

Why does the promise matter? Because the frog only dives for the ball after she gives her word.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the promise solves the problem. Keep the demand at this level.

### RAISE THE THINKING

Ask what could go wrong even after the ball comes back.

**Follow the problem on your own.**

Go back to the story. Write what the frog asks the princess to do before he brings back her ball. Copy the sentence that proves it.

**Go back to the story.**  
**Write what the frog asks the princess to do before he brings back her ball.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the frog's demand and prove it with a sentence.

The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Plot



TEKS 4.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the frog's offer in the story first. Then copy the exact words he uses."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The princess is upset because her golden ball has fallen into the spring, and she would give anything to get it back. That is the problem.

**CHOOSE B.** The princess loses her golden ball in the deep spring. A is Wrong part of the story: the frog knocks later, during the rising action. C is Small detail, not a plot event: resting does not drive the plot.

**SHOW** The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it, and that proves she cannot reach the ball by herself.

**OWN** Answers vary. Example: The problem is that the golden ball falls into the deep spring. The frog offers to bring it back, so the princess promises what he asks, and the frog comes up with the ball in his mouth.

**DEFEND** The promise leads to the problem being solved, because the frog brings her ball back after she gives her word. He says bring me my ball, so he dives and returns it. Calling the walk the problem is a Small detail, not a plot event.

**YOUR TURN** Answers vary. Example: He asks to live with her and eat from her plate. Proof: if you will love me, and let me live with you and eat from off your golden plate, and sleep upon your bed, I will bring you your ball again.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**"One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water, that rose in the midst of it, she sat herself down to rest a while. ... Then she began to bewail her loss, and said, 'Alas! if I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world.'"**

## What is the main problem in the story?

- A** The princess must give the frog all her fine clothes and jewels.
- B** The princess sits down by the spring to rest a while.
- C** The frog sleeps on the princess's pillow all night long.
- D** The princess loses her golden ball in the deep spring.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Here is a test-style question, worded the way the STAAR test words it."**

▶ Read the excerpt and the question aloud.

**"Read all four choices. Cross out each trap and say its name before you choose."**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

#### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

#### COMMON MISCONCEPTION

Choosing the frog's sleep on the pillow because it really happens, without asking if it is the main problem.

#### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

#### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

#### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**The princess must give the frog all her fine clothes and jewels.**

- A** Reversed Meaning: Opposite of the text. The frog says he wants not her pearls and jewels; he asks for her promises instead.

**The princess sits down by the spring to rest a while.**

- B** Topic Trap: Small detail, not a plot event. The princess does rest, but resting does not start the problem.

**The frog sleeps on the princess's pillow all night long.**

- C** Another Place: Wrong part of the story. The frog sleeps on her pillow later, after the deal, not as the main problem.

**The princess loses her golden ball in the deep spring. Correct.**

- D** Correct. The princess loses her golden ball in the deep spring, and that problem starts the rising action.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action is the part where events build up to the turning point.**

**STAAR traps can offer a real event from another part of the plot, so I check where each event belongs.**

THIS WEEK'S FOCUS

## Plot

from “The Twelve Dancing Princesses”

This week we learn about **the rising action**, the events that build up to the turning point. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the fairy tale **The Twelve Dancing Princesses**. STAAR asks: **Which event is part of the rising action?** Trap this week: **Wrong part of the story**, a real event that belongs to another part of the plot.

This deck teaches **building the rising action the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Prepare Cluster • Plot

TEKS 4.8(C) • Plot • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build up to the turning point of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the rising action, and we will learn to spot events from the wrong part of the story.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for the Prepare Cluster Module 3 . a class or student copy of “The Twelve Dancing Princesses” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name one event that builds toward the end of a favorite movie.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice a rising action event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the rising action.

Read the middle of **The Twelve Dancing Princesses**. Notice what the old woman tells the soldier. Circle the words that tell what to do with the wine.

**"only take care not to drink any of the wine which one of the princesses will bring to you in the evening"**

**I CAN** | I can notice the events that build toward the turning point.



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Grade 4 · Prepare Cluster · Plot · Monday

TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice a rising action event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action builds toward the turning point. Listen for the advice that starts the plan."**

▶ Read the line twice. Students circle not to drink any of the wine on the NOTICE row.

**ANSWER KEY:** The old woman warns the soldier not to drink the wine.

## CHECK FOR UNDERSTANDING

Ask a student what the old woman warns about.

## COMMON MISCONCEPTION

Students may name the ending, like the wedding. Stay with the middle of the story.

## POSSIBLE STUDENT QUESTION

Why does the wine matter? Because drinking it would put the soldier to sleep like the others.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a rising action event. Keep the demand at this level.

## RAISE THE THINKING

Ask what the soldier hopes to find out.

TODAY'S THINKING JOB

# CHOOSE

"I can choose an event from the rising action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose a rising action event.

STAAR asks: **Which event is part of the rising action?** Pick the event that builds toward the turning point.

**"Then he laid himself down on his bed, and in a little while began to snore very loud as if he was fast asleep"**

**A** The soldier marries the eldest princess and becomes the king's heir. • **B** The king announces that the finder may marry one of his daughters. • **C** The soldier pours out the wine and pretends to be asleep.

**I CAN** | I can choose the rising action event and name the traps.



The Writing Academy®, LLC

Grade 4 • Prepare Cluster • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 3 of 36 • Prepare Cluster • Module 3 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose an event from the rising action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one belongs to the rising action."**

▶ Students choose privately, then find where each event sits in the plot with a partner.

**ANSWER KEY:** C. The soldier pours out the wine and pretends to be asleep.

### CHECK FOR UNDERSTANDING

Ask a student which choice happens in the middle of the story.

### COMMON MISCONCEPTION

Students may pick A because the wedding is a happy moment. It comes at the end, not in the rising action.

### POSSIBLE STUDENT QUESTION

How do I know the plot part? Ask whether the event builds toward the secret or comes after it.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing a rising action event. Keep the demand at this level.

### RAISE THE THINKING

Ask what the soldier's trick helps him do next.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the rising action."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Show the rising action.

STAAR asks: Which sentence from the story best supports the idea that the soldier plans to stay awake? Point to the line that proves it.

"the soldier threw it all away secretly, taking care not to drink a drop"

**I CAN** | I can point to the exact line where the rising action builds.



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Grade 4 · Prepare Cluster · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show the sentence that proves the rising action."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The rising action builds with the soldier's plan. Hunt for the line about the wine."

▶ Take two or three answers. Students underline not to drink a drop on the **SHOW** row.

**ANSWER KEY:** The soldier threw it all away secretly, taking care not to drink a drop.

CHECK FOR UNDERSTANDING

Ask a student why throwing the wine away matters.

COMMON MISCONCEPTION

Students may choose a line about the princesses dancing. Look for the line about the soldier's plan.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it shows the soldier refusing the sleeping wine.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the plan. Keep the demand at this level.

RAISE THE THINKING

Ask what the soldier does right after he throws the wine away.

TODAY'S THINKING JOB

# OWN

"I can write rising action events in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the rising action.

Write three events from the middle of the story that build up to the secret being found. Use the story to help you.

**"he jumped up, put on the cloak which the old woman had given him, and followed them"**

**I CAN** | I can retell the events that build toward the turning point.



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Grade 4 · Prepare Cluster · Plot · Thursday

TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write rising action events in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action is a chain. Tell the events in the order they happen."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the soldier follows the princesses, next he takes a branch, last he dances in the castle.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may start with the king's reward. The rising action begins with the soldier's plan.

### POSSIBLE STUDENT QUESTION

Do all rising action events have to be big? No. Each one builds toward the turning point.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling rising action events. Keep the demand at this level.

### RAISE THE THINKING

Ask which event in the retelling is the soldier's first bold move.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the rising action leads to the turning point."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the build.

How does the soldier's pretend sleep lead to him discovering the secret? Explain the connection.

**"but he snored on, and did not stir hand or foot"**

**I CAN** | I can defend how one event leads to the next in the plot.



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Grade 4 · Prepare Cluster · Plot · Friday

TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the rising action leads to the turning point."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action connects to the turning point. Tell what the trick leads to."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** The pretend sleep leads to the princesses opening the door, so the soldier can follow them and learn the secret.

### CHECK FOR UNDERSTANDING

Ask a student what the soldier's trick leads to.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what the trick causes.

### POSSIBLE STUDENT QUESTION

Why does the pretend sleep matter? Because the princesses only open the secret door when they think he is asleep.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the rising action connects. Keep the demand at this level.

### RAISE THE THINKING

Ask what the soldier would miss if he had drunk the wine.



**Follow the rising action on your own.**

Go back to the story. Write what the old woman gives the soldier to help him follow the princesses. Copy the sentence that proves it.

**Go back to the story.**  
**Write what the old woman gives the soldier to help him.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the gift that helps the soldier and prove it with a sentence.

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Grade 4 · Prepare Cluster · Plot



TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the part where the old woman gives the cloak. Then copy the exact words she says.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The old woman tells the soldier not to drink the wine the princesses bring, so he can stay awake and follow them. That advice starts the rising action.

**CHOOSE C.** The soldier pours out the wine and pretends to be asleep. A is Wrong part of the story: the wedding comes in the resolution. B is Wrong part of the story: the king's reward is announced at the beginning.

**SHOW** The soldier threw it all away secretly, taking care not to drink a drop, and that proves he planned to stay awake and follow the princesses.

**OWN** Answers vary. Example: First, the soldier stays awake and follows the princesses through the trap door. Next, he breaks a branch from each grove as a token. Last, he crosses the lake and dances in the castle.

**DEFEND** The pretend sleep leads to the discovery, because the princesses think he is asleep, so they open the secret door and he follows them. He snored on and did not stir hand or foot. The wedding belongs to another part of the story.

**YOUR TURN** Answers vary. Example: She gives him a cloak that makes him invisible. Proof: as soon as you put that on you will become invisible, and you will then be able to follow the princesses wherever they go.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Just as he was going to lie down, the eldest of the princesses brought him a cup of wine; but the soldier threw it all away secretly, taking care not to drink a drop. ... Then they rose up and opened their drawers and boxes, and took out all their fine clothes, and dressed themselves at the glass, and skipped about as if they were eager to begin dancing.”**

**Which event is part of the rising action?**

- A** The soldier pours out the wine and pretends to be asleep.
- B** The king offers his daughter to whoever finds out the secret.
- C** The soldier rides a horse to the underground castle.
- D** The soldier marries the eldest princess and becomes the king's heir.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

*“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)*

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ *Read the excerpt and the question aloud.*

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

**ANSWER KEY:** The answer is A.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing the king's reward because it is important, without checking which plot part it belongs to.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

**The soldier pours out the wine and pretends to be asleep. Correct.**

- A** Correct. The soldier pours out the wine and pretends to sleep, which is part of the rising action that builds to the secret.

**The king offers his daughter to whoever finds out the secret.**

- B** Another Place: Wrong part of the story. The king offers the reward at the beginning, before the rising action starts.

**The soldier rides a horse to the underground castle.**

- C** Stretched or Unsupported: Not in the text. The princesses cross the lake in little boats; the soldier never rides a horse.

**The soldier marries the eldest princess and becomes the king's heir.**

- D** Another Place: Wrong part of the story. The wedding comes in the resolution, after the secret is told.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The resolution is the part where the problem gets solved.**

**STAAR traps can offer something that never happens, so I check the text before I choose.**

THIS WEEK’S FOCUS

## Plot

from “The Twelve Dancing Princesses”

This week we learn about **the resolution**, how the problem of a story gets solved at the end. Our TEKS is **4.8(C)**, and this week’s breakout is **the resolution**. We read the fairy tale **The Twelve Dancing Princesses**. STAAR asks: **How is the problem resolved at the end of the story?** Trap this week: **Not in the text**, an answer that never happens in the story.

This deck teaches **ending the plot the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Prepare Cluster • Plot

TEKS 4.8(C) • Plot • Week 4 of 36 • Prepare Cluster • Module 4 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the resolution, the part of a story where the problem gets solved.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about how the problem is resolved, and we will learn to spot answers that are not in the text.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for the Prepare Cluster Module 4 . a class or student copy of “The Twelve Dancing Princesses” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell how a favorite movie or book ends and what problem it solves.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the problem in a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the problem.

Read the start of **The Twelve Dancing Princesses**. Notice the problem. Circle the words that tell what happens to the shoes.

**"but every morning their shoes were found to be quite worn through as if they had been danced in all night"**

**I CAN** | I can notice the problem that the ending must solve.



The Writing Academy®, LLC

Grade 4 · Prepare Cluster · Plot · Monday

TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the problem in a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The ending solves the problem. Listen for the problem at the start."**

▶ Read the line twice. Students circle worn through on the NOTICE row.

**ANSWER KEY:** The shoes are worn through every morning, and no one knows why.

### CHECK FOR UNDERSTANDING

Ask a student what happens to the shoes each morning.

### COMMON MISCONCEPTION

Students may name the dancing at the castle. The problem is that no one can find out where they dance.

### POSSIBLE STUDENT QUESTION

Why is the worn shoes a problem? Because the king cannot find out where his daughters go at night.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem the ending must solve. Keep the demand at this level.

### RAISE THE THINKING

Ask what the king wants someone to find out.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the resolution event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the resolution.

STAAR asks: How is the problem resolved at the end of the story? Pick the event that solves the problem.

**"And they were married that very day, and the soldier was chosen to be the king's heir"**

- A** The king's son falls asleep and fails to find the secret. • **B** The soldier reveals the secret and marries the eldest. • **C** The soldier asks to marry the youngest princess.

**I CAN** | I can choose the event that solves the problem at the end.



The Writing Academy®, LLC

Grade 4 • Prepare Cluster • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 4 of 36 • Prepare Cluster • Module 4 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the resolution event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Only one event solves the problem at the end of the story."**

▶ Students choose privately, then find each event in the story with a partner.

**ANSWER KEY:** B. The soldier reveals the secret and marries the eldest.

### CHECK FOR UNDERSTANDING

Ask a student which choice comes at the very end of the story.

### COMMON MISCONCEPTION

Students may pick A because it is a real event. It happens earlier, not in the resolution.

### POSSIBLE STUDENT QUESTION

How do I know the problem is solved? The secret is told, the princesses confess, and the soldier marries the eldest.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the resolution event. Keep the demand at this level.

### RAISE THE THINKING

Ask what happens right after the princesses confess.

TODAY'S THINKING JOB

# SHOW

"I can show the sentence that proves the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Show where the problem is solved.

STAAR asks: Which sentence from the story best supports the idea that the problem is solved at the end? Point to the line that proves it.

**"and when they saw that they were discovered, and that it was of no use to deny what had happened, they confessed it all"**

**I CAN** | I can point to the exact line where the problem is solved.



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Grade 4 • Prepare Cluster • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 4 of 36 • Prepare Cluster • Module 4 • slide 4 of 10

### TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution has proof. Hunt for the line where the princesses confess."**

▶ Take two or three answers. Students underline they confessed it all on the SHOW row.

**ANSWER KEY:** When they saw they were discovered, they confessed it all.

### CHECK FOR UNDERSTANDING

Ask a student why the confession matters to the ending.

### COMMON MISCONCEPTION

Students may choose a line about the dancing. Look for the line where the truth comes out.

### POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it shows the princesses admit the secret is true.

### RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the problem is solved. Keep the demand at this level.

### RAISE THE THINKING

Ask what the king does after the princesses confess.



TODAY'S THINKING JOB

# OWN

"I can retell the resolution in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the ending.

Write how the story ends, from the secret being told to the wedding. Use the story to help you.

**"the king asked the soldier which of them he would choose for his wife"**

**I CAN** | I can retell how the problem gets solved at the end.



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Grade 4 · Prepare Cluster · Plot · Thursday

TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can retell the resolution in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution wraps up the problem. Tell the ending in order."**

▶ Students write three events from the ending on the OWN row.

**ANSWER KEY:** Example: First the soldier tells the secret, next the princesses confess, last he marries the eldest.

### CHECK FOR UNDERSTANDING

Ask a student to read their ending while the class checks the order.

### COMMON MISCONCEPTION

Students may start with the old woman's cloak. That belongs to the middle of the story.

### POSSIBLE STUDENT QUESTION

Does the ending have to be long? No. It just has to show how the problem is solved.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask which event in the retelling proves the secret is truly out.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the ending solves the problem."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the ending.

How does the soldier's proof lead to the problem being solved? Explain the connection.

**"he answered, 'With twelve princes in a castle under ground.'"**

**I CAN** | I can defend how the events of the ending connect.



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Grade 4 · Prepare Cluster · Plot · Friday

TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the ending solves the problem."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The ending connects: the truth comes out, so the problem ends."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The soldier's answer tells the truth, so the princesses confess and the problem is solved.

### CHECK FOR UNDERSTANDING

Ask a student what the king learns from the soldier.

### COMMON MISCONCEPTION

Students may name a trap without the connection. Start with what the proof causes.

### POSSIBLE STUDENT QUESTION

Why does the confession prove the ending? Because the princesses admit the soldier's answer is true.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution connects. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the soldier had no proof to show.

**Follow the ending on your own.**

Go back to the story. Write what the soldier shows the king to prove where the princesses dance. Copy the sentence that proves it.

**Go back to the story.**  
**Write what the soldier shows the king.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the proof the soldier shows and back it with a sentence.

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Grade 4 · Prepare Cluster · Plot



TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the part where the soldier goes before the king. Then copy the exact words he uses.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Every morning the shoes are worn through, and nobody can find out where the princesses danced. That is the problem the ending will solve.

**CHOOSE B.** The soldier reveals the secret and marries the eldest. A is Wrong part of the story: the king's son tries and fails early in the story. C is Opposite of the text: the soldier chooses the eldest princess, not the youngest.

**SHOW** When they saw that they were discovered, and that it was of no use to deny what had happened, they confessed it all, and that proves the secret is out and the problem is solved.

**OWN** Answers vary. Example: First, the soldier shows the branches and the cup. Next, the princesses confess. Last, the soldier marries the eldest and becomes the king's heir.

**DEFEND** The soldier's proof leads to the resolution, because he tells the king the princesses dance with twelve princes in a castle under ground, so they confess and he marries the eldest. A fake event is Not in the text.

**YOUR TURN** Answers vary. Example: He shows the three branches and the golden cup. Proof: he told the king all that had happened, and showed him the three branches and the golden cup which he had brought with him.

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Grade 4 · Prepare Cluster · Plot



TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“As soon as the time came when he was to declare the secret, he was taken before the king with the three branches and the golden cup ... Then the king called for the princesses, and asked them whether what the soldier said was true”**

**How is the problem resolved at the end of the story?**

- A** The king sends the princesses to live in the underground castle.
- B** The old woman gives the soldier a cloak that makes him invisible.
- C** The soldier tells the king the princesses dance in a castle under ground, and they confess.
- D** The princesses never dance again and their shoes stay whole.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing the cloak because it is a real object, without checking that it comes from the rising action, not the resolution.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

**The king sends the princesses to live in the underground castle.**

- A** Stretched or Unsupported: Not in the text. The king never sends the princesses to live in the castle; that event never happens.

**The old woman gives the soldier a cloak that makes him invisible.**

- B** Another Place: Wrong part of the story. The cloak comes earlier, in the rising action, not in the resolution.

**The soldier tells the king the princesses dance in a castle under ground, and they confess. Correct.**

- C** Correct. The soldier tells the king the princesses dance in a castle under ground, so they confess, and the soldier marries the eldest and becomes the king's heir.

**The princesses never dance again and their shoes stay whole.**

- D** Stretched or Unsupported: Goes too far. The story never says the princesses stop dancing; it only tells how the secret was found out.



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Grade 4 · Prepare Cluster · Plot

TEKS 4.8(C) · Plot · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action is the part where events build up to the turning point.**

**STAAR traps can put a true event out of order, so I check the story before I choose.**

THIS WEEK'S FOCUS

## Plot

from “Jorinda and Jorindel”\*

This week we learn about **the rising action**, the events that build up to the turning point of a story. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the fairy tale **Jorinda and Jorindel**. STAAR asks: **Which event happens right after** another event? Trap this week: **Out of order**, a true event that happens at another time in the story.

This deck teaches **following the rising action in order the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 1 • Plot

TEKS 4.8(C) • Plot • Week 5 of 36 • Cluster 1 • Module 1 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build up to the turning point of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about what happens right after a key event, and we will learn to spot answers that are out of order.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 1 Module 1 . a class or student copy of “Jorinda and Jorindel” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to retell what happens right after the hero gets the news in a favorite movie.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice where the trouble begins."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the trouble start.

Read the part where Jorinda's song stops. Notice what happens to her. Circle the words that tell what she becomes.

**"when her song stopped suddenly. Jorindel turned to see the reason, and beheld his Jorinda changed into a nightingale"**

**I CAN** | I can notice the event that starts the rising action.



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Grade 4 • Cluster 1 • Plot • Monday

TEKS 4.8(C) • Plot • Week 5 of 36 • Cluster 1 • Module 1 • slide 2 of 10

## TEACHER SAYS & DOES • SLIDE 2 OF 10 •

### Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice where the trouble begins."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Listen for the moment the trouble starts."**

▶ Read the line twice. Students circle *changed into a nightingale* on the NOTICE row.

**ANSWER KEY:** Jorinda is changed into a nightingale when her song stops.

## CHECK FOR UNDERSTANDING

Ask a student what Jorinda becomes when her song stops.

## COMMON MISCONCEPTION

Students may name the walk in the wood. The change is what starts the trouble.

## POSSIBLE STUDENT QUESTION

Why does the song stopping matter? Because Jorinda has been changed into a bird.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing where the trouble begins. Keep the demand at this level.

## RAISE THE THINKING

Ask what Jorindel sees when he turns around.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the next event in the rising action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what happens next.

STAAR asks: Which event happens right after Jorinda is changed into a nightingale? Pick the event that comes next.

**"An owl with fiery eyes flew three times round them, and three times screamed"**

**A** An owl with fiery eyes flies three times around them. • **B** The fairy seizes the nightingale and carries it away. • **C** Jorindel finds the purple flower after eight long days.

**I CAN** | I can choose what happens right after an event.



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Grade 4 • Cluster 1 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 5 of 36 • Cluster 1 • Module 1 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the next event in the rising action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen, but only one comes right after the change."**

▶ Students choose privately, then find each event in the story with a partner.

**ANSWER KEY:** A. An owl with fiery eyes flies three times around them.

### CHECK FOR UNDERSTANDING

Ask a student which event comes right after the change.

### COMMON MISCONCEPTION

Students may pick the fairy taking the bird. That comes after the owl screams.

### POSSIBLE STUDENT QUESTION

How do I find the next event? I read the sentence right after the change.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the next event. Keep the demand at this level.

### RAISE THE THINKING

Ask what the owl does around them.

TODAY'S THINKING JOB

# SHOW

"I can show the line that proves an event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Show where Jorinda is taken.

STAAR asks: Which sentence from the story best supports the idea that the fairy takes Jorinda away? Point to the line that proves it.

**"She mumbled something to herself, seized the nightingale, and went away with it in her hand"**

**I CAN** | I can point to the exact line where Jorinda is taken.



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Grade 4 • Cluster 1 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 5 of 36 • Cluster 1 • Module 1 • slide 4 of 10

### TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the line that proves an event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action builds with the fairy taking the bird."**

▶ Take two or three answers. Students underline seized the nightingale on the SHOW row.

**ANSWER KEY:** She mumbled something to herself, seized the nightingale, and went away with it in her hand.

### CHECK FOR UNDERSTANDING

Ask a student why this line proves the fairy takes Jorinda.

### COMMON MISCONCEPTION

Students may choose a line about the song. Look for the line where the fairy acts.

### POSSIBLE STUDENT QUESTION

What does the fairy do with the nightingale? She seizes it and goes away with it.

### RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where Jorinda is taken. Keep the demand at this level.

### RAISE THE THINKING

Ask where the fairy takes the nightingale.

TODAY'S THINKING JOB

# OWN

"I can retell rising action events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the rising action.

Write three events from the rising action in order. Use first, next, and last.

**"At last he dreamt one night that he found a beautiful purple flower"**

**I CAN** | I can write the rising action events in the right order.



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Grade 4 · Cluster 1 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can retell rising action events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so the order is clear."**

▶ Students write three rising action events in order on the OWN row.

**ANSWER KEY:** Example: First the change, next the fairy takes her, last the dream and the search.

#### CHECK FOR UNDERSTANDING

Ask a student to read their three events in order.

#### COMMON MISCONCEPTION

Students may jump to the rescue at the end. Stay with the rising action events.

#### POSSIBLE STUDENT QUESTION

Do rising action events have to be big? No, each one moves the story forward.

#### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

#### RAISE THE THINKING

Ask which event in their list comes first.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the order.

How does Jorindel's dream lead to him finding the flower? Explain the connection.

**"In the morning when he awoke, he began to search over hill and dale for this pretty flower"**

**I CAN** | I can defend how events connect in order.



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Grade 4 · Cluster 1 · Plot · Friday

TEKS 4.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"One event leads to the next. Tell how the dream causes the search."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** The dream tells Jorindel what to look for, so he searches and finds the flower.

### CHECK FOR UNDERSTANDING

Ask a student what the dream leads Jorindel to do.

### COMMON MISCONCEPTION

Students may say the flower appears by luck. The dream tells him what to search for.

### POSSIBLE STUDENT QUESTION

How does the dream help? It shows him the flower, so he searches and finds it.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how events connect in order. Keep the demand at this level.

### RAISE THE THINKING

Ask what would happen if Jorindel never had the dream.

**Follow the order on your own.**

Go back to the story. Write what happens right after Jorindel touches the door with the flower. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after Jorindel touches the door with the flower.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence.

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Grade 4 · Cluster 1 · Plot



TEKS 4.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**

**Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the door scene in the story first. Then read the very next sentence."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Jorinda's song stops because she has been changed into a nightingale, and that event starts the trouble in the rising action.

**CHOOSE** A. An owl with fiery eyes flies three times around them. B is Out of order: the fairy seizes the nightingale after the owl screams. C is Out of order: Jorindel finds the flower much later in the story.

**SHOW** She mumbled something to herself, seized the nightingale, and went away with it in her hand, and that proves the fairy really does carry Jorinda away.

**OWN** Answers vary. Example: First, Jorinda is changed into a nightingale. Next, the fairy seizes her and takes her away. Last, Jorindel dreams of a purple flower and searches for it.

**DEFEND** The dream leads to the search, because in the morning when he awoke, he began to search over hill and dale for this pretty flower, and after eight days he found it. A choice that puts the search before the dream is Out of order.

**YOUR TURN** Answers vary. Example: The door springs open and he goes in. Proof: he touched the door with the flower, and it sprang open; so that he went in through the court, and listened when he heard so many birds singing.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Jorinda was just singing, ... when her song stopped suddenly. Jorindel turned to see the reason, and beheld his Jorinda changed into a nightingale”**

**Which event happens right after Jorinda is changed into a nightingale?**

**A** Jorindel finds the beautiful purple flower and goes to the castle.

**B** An owl with fiery eyes flies three times around them and screams.

**C** The fairy seizes the nightingale and carries it away.

**D** Jorindel dreams that the flower turns the fairy into a bird.



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Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing the fairy seizing the bird because it is a big moment, without checking that it comes after the owl screams.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

- A Jorindel finds the beautiful purple flower and goes to the castle.**  
Pattern Mix-Up: Out of order. Jorindel finds the flower much later, after he searches for eight days.
- B An owl with fiery eyes flies three times around them and screams. Correct.**  
Correct. Right after Jorinda changes, the owl with fiery eyes flies three times round them and screams.
- C The fairy seizes the nightingale and carries it away.**  
Pattern Mix-Up: Out of order. The fairy seizes the nightingale after the owl screams and Jorindel is fixed in place.
- D Jorindel dreams that the flower turns the fairy into a bird.**  
Stretched or Unsupported: Not in the text. Jorindel never dreams about the fairy; he dreams of a purple flower with a pearl in it.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The climax is the turning point, the moment the problem starts to change.**

**STAAR traps can offer a real event from another part of the plot, so I check where each event belongs.**

THIS WEEK'S FOCUS

## Plot

from “Jorinda and Jorindel”\*

This week we learn about **the climax**, the turning point of a story. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**. We read the fairy tale **Jorinda and Jorindel**. STAAR asks: **Which event is the climax of the story?** Trap this week: **Wrong part of the story**, a real event that comes from a different part of the plot.

This deck teaches **finding the turning point the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 1 • Plot

TEKS 4.8(C) • Plot • Week 6 of 36 • Cluster 1 • Module 2 • slide 1 of 10

### TEACHER SAYS & DOES • SLIDE 1 OF 10 •

#### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the climax, the turning point where the problem starts to change.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the climax, and we will learn to spot events from the wrong part of the story.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 1 Module 2 . a class or student copy of “Jorinda and Jorindel” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

### CHECK FOR UNDERSTANDING

Ask a student to name the turning point of a favorite movie or book.

### RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the turning point of a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the turning point.

Read the part of **Jorinda and Jorindel** where Jorindel reaches the castle. Notice where the fairy keeps the birds. Circle the words that tell about the cages.

**"At last he came to the chamber where the fairy sat, with the seven hundred birds singing in the seven hundred cages"**

**I CAN** | I can notice the moment the problem starts to change.



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Grade 4 · Cluster 1 · Plot · Monday

TEKS 4.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the turning point of a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the turning point. Listen for the moment Jorinda comes back."**

▶ Read the line twice. Students circle seven hundred cages on the NOTICE row.

**ANSWER KEY:** Jorindel reaches the chamber where the fairy keeps the birds.

## CHECK FOR UNDERSTANDING

Ask a student what Jorindel finds in the chamber.

## COMMON MISCONCEPTION

Students may name the wedding at the end. The turning point comes before the wedding.

## POSSIBLE STUDENT QUESTION

Why is this the turning point? Because the spell starts to break at this moment.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the turning point. Keep the demand at this level.

## RAISE THE THINKING

Ask what Jorindel touches to free Jorinda.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the climax event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the climax.

STAAR asks: Which event is the climax of the story? Pick the turning point, the moment the problem starts to change.

**"touched the cage with the flower, and Jorinda stood before him, and threw her arms round his neck"**

**A** Jorindel finds the purple flower after eight days. • **B** Jorindel touches the cage, and Jorinda stands before him. • **C** Jorindel and Jorinda are married and live happily.

**I CAN** | I can choose the turning point of the story.



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Grade 4 • Cluster 1 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 6 of 36 • Cluster 1 • Module 2 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the climax event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one is the turning point."**

▶ Students choose privately, then find each event in the story with a partner.

**ANSWER KEY:** B. Jorindel touches the cage, and Jorinda stands before him.

## CHECK FOR UNDERSTANDING

Ask a student which choice turns the problem around.

## COMMON MISCONCEPTION

Students may pick A because the flower matters. It matters, but it comes before the turning point.

## POSSIBLE STUDENT QUESTION

How do I know the climax? It is the moment the problem starts to be solved.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the turning point. Keep the demand at this level.

## RAISE THE THINKING

Ask what happens right after Jorinda stands before him.

TODAY'S THINKING JOB

SHOW

"I can show the line that proves the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the turning point.

STAAR asks: Which sentence from the story best supports the idea that Jorindel saves Jorinda at the turning point? Point to the line that proves it.

**"He ran or flew after her, touched the cage with the flower, and Jorinda stood before him"**

**I CAN** | I can point to the exact line where the story turns.



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Grade 4 • Cluster 1 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 6 of 36 • Cluster 1 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the line that proves the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax has the strongest proof. Hunt for the line where Jorinda comes back."**

▶ Take two or three answers. Students underline stood before him on the SHOW row.

**ANSWER KEY:** He ran or flew after her, touched the cage with the flower, and Jorinda stood before him.

CHECK FOR UNDERSTANDING

Ask a student why this line shows the story turning.

COMMON MISCONCEPTION

Students may choose the line about the fairy's anger. The turning point is where Jorinda comes back.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because Jorinda is free of the spell at this moment.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the story turns. Keep the demand at this level.

RAISE THE THINKING

Ask what Jorindel does right after the cage is touched.

TODAY'S THINKING JOB

# OWN

"I can retell events after the climax in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the climax.

Write three events from the end of the story, in order, from the turning point to the ending. Use the story to help you.

**"Then he touched all the other birds with the flower, so that they all took their old forms again"**

**I CAN** | I can retell the falling action and resolution in order.



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Grade 4 · Cluster 1 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can retell events after the climax in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"After the climax, the falling action winds the story down. Tell it in order."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First Jorinda returns, next the other birds are freed, last they marry.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may start with the search for the flower. The turning point comes after the search.

### POSSIBLE STUDENT QUESTION

Do I have to use the exact words? No. Keep the order true to the story.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the falling action and resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask which event in the retelling is the turning point.

TODAY'S THINKING JOB

# DEFEND

"I can explain how events lead to the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the turning point.

How does Jorindel's dream lead to the turning point? Explain the connection.

**"At last he dreamt one night that he found a beautiful purple flower"**

**I CAN** | I can defend how the rising action leads to the turning point.



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Grade 4 · Cluster 1 · Plot · Friday

TEKS 4.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how events lead to the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action feeds the climax. Tell how the flower leads to the turn."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** The dream gives Jorindel the flower, so he reaches the cage and the turning point comes.

### CHECK FOR UNDERSTANDING

Ask a student how the dream leads to the turning point.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with how the flower leads to the turn.

### POSSIBLE STUDENT QUESTION

Why does the dream matter? Because the flower from the dream breaks the spell.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how events lead to the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if Jorindel never found the flower.

### Follow the climax on your own.

Go back to the story. Write what happens when Jorindel touches the cage with the flower. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens when Jorindel touches the cage with the flower.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the turning point and prove it with a sentence.

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Grade 4 · Cluster 1 · Plot



TEKS 4.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the part where the flower touches the cage. That is the turning point."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Jorindel reaches the chamber where the fairy keeps seven hundred caged birds, and that is where he will find Jorinda, so the story moves toward its turning point.

**CHOOSE B.** Jorindel touches the cage, and Jorinda stands before him. A is Wrong part of the story: finding the flower is rising action, not the turning point. C is Wrong part of the story: the wedding is the resolution, after the climax.

**SHOW** He ran or flew after her, touched the cage with the flower, and Jorinda stood before him, and that proves the turning point saves Jorinda from the spell.

**OWN** Answers vary. Example: First, Jorindel touches the cage and Jorinda stands before him. Next, he touches all the other birds, and they take their old forms. Last, they are married and live happily.

**DEFEND** The dream leads to the turning point, because at last he dreamt one night that he found a beautiful purple flower, and that flower breaks the spell. A choice about the wedding is Wrong part of the story.

**YOUR TURN** Answers vary. Example: Jorinda stands before him and hugs him. Proof: he touched the cage with the flower, and Jorinda stood before him, and threw her arms round his neck.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**“At last he came to the chamber where the fairy sat, with the seven hundred birds singing in the seven hundred cages. ... When she saw Jorindel she was very angry, and screamed with rage; but she could not come within two yards of him, for the flower he held in his hand was his safeguard.”**

**Which event is the climax of the story?**

- A** Jorindel finds the purple flower after eight days of searching.
- B** Jorindel and Jorinda are married and live happily together.
- C** The fairy changes Jorinda into a nightingale while she sings.
- D** Jorindel touches the cage with the flower, and Jorinda stands before him.



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Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing the wedding because it is a happy moment, without checking that it belongs to the resolution, not the climax.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

- A Jorindel finds the purple flower after eight days of searching.**  
Another Place: Wrong part of the story. Finding the flower is rising action, before the turning point.
- B Jorindel and Jorinda are married and live happily together.**  
Another Place: Wrong part of the story. The wedding is the resolution, which comes after the climax.
- C The fairy changes Jorinda into a nightingale while she sings.**  
Another Place: Wrong part of the story. The change into a nightingale starts the problem in the rising action.
- D Jorindel touches the cage with the flower, and Jorinda stands before him. Correct.**  
Correct. Jorindel touches the cage with the flower, Jorinda stands before him, and the problem starts to be solved. That is the turning point.



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Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The falling action is what happens right after the climax.**

**Answers that name the wrong plot element mix up one part of the story with another.**

THIS WEEK'S FOCUS

## Plot

from “Rapunzel”

This week we learn about the **falling action**, the events that come right after the climax and lead to the resolution. Our TEKS is **4.8(C)**, and this week's breakout is **the falling action**. We read the story **Rapunzel**. STAAR asks: **What happens right after the climax?** Trap this week: **Wrong plot element**, a choice that names the wrong part of the plot, like calling the resolution the falling action.

This deck teaches **following the falling action the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 1 • Plot

TEKS 4.8(C) • Plot • Week 7 of 36 • Cluster 1 • Module 3 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the falling action, the events that come right after the climax and lead to the resolution.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about what happens right after the climax, and we will learn to spot answers that name the wrong plot element.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 1 Module 3 . a class or student copy of “Rapunzel” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell what the king's son does right after he finds the enchantress.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice how the problem begins."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice how the trouble starts.

Read the beginning of **Rapunzel**. Notice what the enchantress does with the child. Circle the words that tell what happens.

**"the enchantress shut her into a tower, which lay in a forest, and had neither stairs nor door"**

**I CAN** | I can notice the problem the resolution must solve.



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Grade 4 · Cluster 1 · Plot · Monday

TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice how the problem begins."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot has a problem. Listen for the problem in the first part of the story."**

▶ Read the line twice. Students circle shut her into a tower on the NOTICE row.

**ANSWER KEY:** The enchantress shuts Rapunzel into a tower with no stairs or door.

## CHECK FOR UNDERSTANDING

Ask a student what the enchantress does to Rapunzel.

## COMMON MISCONCEPTION

Students may name the rampion at the start. That is the parents' trouble; the real problem is the tower.

## POSSIBLE STUDENT QUESTION

Is the tower the whole problem? No. The tower keeps Rapunzel trapped, and the story must free her.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the problem in a plot. Keep the demand at this level.

## RAISE THE THINKING

Ask what the tower has instead of stairs and a door.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the event right after the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what comes right after the climax.

STAAR asks: **What happens right after the climax?** Pick the event that comes next.

**"The king's son ascended, but instead of finding his dearest Rapunzel, he found the enchantress"**

**A** The king's son hears Rapunzel sing and visits the tower. • **B** The enchantress cuts off Rapunzel's hair and sends her to a desert. • **C** The king's son climbs the braids and finds the enchantress instead.

**I CAN** | I can pick the falling action event and name the traps.



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Grade 4 • Cluster 1 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 7 of 36 • Cluster 1 • Module 3 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the event right after the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one comes right after the climax."**

▶ Students choose privately, then check each event against the text with a partner.

**ANSWER KEY:** C. The king's son climbs the braids and finds the enchantress instead.

### CHECK FOR UNDERSTANDING

Ask a student what the king's son finds when he climbs up.

### COMMON MISCONCEPTION

Students may pick B because the hair cut is exciting. It is the climax, so it comes before the events asked.

### POSSIBLE STUDENT QUESTION

If every event really happens, how do I pick? Find where each one sits on the plot line.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event right after the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask a student which choice shows the falling action beginning.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that starts the falling action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the falling action begins.

STAAR asks: Which sentence from the story best supports the idea that the falling action begins right after the climax? Point to the line that proves it.

"and in his despair he leapt down from the tower"

**I CAN** | I can point to the line that proves the falling action begins.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that starts the falling action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action begins when the climax is over. Hunt for the line that shows the turn."**

▶ Take two or three answers. Students underline leapt down from the tower on the SHOW row.

**ANSWER KEY:** and in his despair he leapt down from the tower

CHECK FOR UNDERSTANDING

Ask a student what the king's son does in his despair.

COMMON MISCONCEPTION

Students may choose the line where the hair is cut. That is the climax, not what comes after.

POSSIBLE STUDENT QUESTION

Why is the leap the proof? Because it is the very next event after the enchantress tricks the king's son.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the falling action begins. Keep the demand at this level.

RAISE THE THINKING

Ask what happens to the king's son after he leaps.

TODAY'S THINKING JOB

OWN

"I can write the falling action events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Own the falling action order.

Write three events of the falling action in order: the leap, the blind wandering, and the healing.

**"Then he wandered quite blind about the forest, ate nothing but roots and berries"**

**I CAN** | I can retell the falling action using order words.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the falling action events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so a listener can follow the falling action."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First he leaps, next he wanders blind, last her tears heal his eyes.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

COMMON MISCONCEPTION

Students may start with the hair cut. The hair cut is the climax, so the falling action starts after it.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the falling action in order. Keep the demand at this level.

RAISE THE THINKING

Ask a student which falling action event matters most and why.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the falling action leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the falling action.

How does the event in paragraph 13 lead to the resolution of the story? Explain the connection.

**"Two of her tears wetted his eyes and they grew clear again"**

**I CAN** | I can defend how the falling action connects to the ending.



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Grade 4 · Cluster 1 · Plot · Friday

TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the falling action leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Events in a plot connect. One event causes the next, all the way to the ending."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** Rapunzel's tears heal the king's son, so he can lead her to his kingdom and the story ends.

### CHECK FOR UNDERSTANDING

Ask a student to prove the healing by finding it in the text.

### COMMON MISCONCEPTION

Students may say the enchantress solves the problem. The enchantress causes it; the tears heal him.

### POSSIBLE STUDENT QUESTION

Why do the tears matter? Because they heal his eyes, and the healing makes the ending possible.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action leads to the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the tears never healed him.



**Find the falling action on your own.**

Go back to the story. Write the event that happens right after the king's son leaps from the tower. Copy the sentence that proves it.

**Go back to the story.**  
**Write the event that happens right after the king's son leaps.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 1 · Plot



TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the king's son's leap in the story. Then read the very next sentence."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The enchantress shut her into a tower, which lay in a forest, and had neither stairs nor door, so Rapunzel cannot get out. That is the problem the story must solve.

**CHOOSE C.** The king's son climbs the braids and finds the enchantress instead. A is Wrong part of the story: the singing visits come in the rising action. B is Out of order: the hair cut is the climax itself.

**SHOW** and in his despair he leapt down from the tower. The word despair shows the king's son has lost everything, and his leap is the first event of the falling action.

**OWN** Answers vary. Example: First, the king's son leaps from the tower. Next, he wandered quite blind about the forest and ate roots and berries. Last, Rapunzel's tears heal his eyes.

**DEFEND** Rapunzel's tears heal his eyes, and that leads to the resolution, because Two of her tears wetted his eyes and they grew clear again, so he leads her to his kingdom. Calling the happy ending the falling action is a Wrong plot element.

**YOUR TURN** Answers vary. Example: He wanders blind through the forest. Proof: Then he wandered quite blind about the forest, ate nothing but roots and berries.

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Grade 4 · Cluster 1 · Plot



TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“the enchantress fastened the braids of hair, which she had cut off, to the hook of the window ... 'Rapunzel, Rapunzel, Let down your hair to me.' ... she let the hair down.”**

**What happens right after the climax?**

- A** The king's son hears Rapunzel sing and comes back day after day.
- B** The enchantress cuts off Rapunzel's hair and takes her to a desert.
- C** The king's son climbs the braids and finds the enchantress instead of Rapunzel.
- D** Rapunzel and the king's son live happily in his kingdom.



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Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing B because the hair cut really happens, without checking that it is the climax itself.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

- A The king's son hears Rapunzel sing and comes back day after day.**  
Another Place: Wrong part of the story. The singing comes in the rising action, before the climax.
- B The enchantress cuts off Rapunzel's hair and takes her to a desert.**  
Pattern Mix-Up: Out of order. The hair cut is the climax, so it happens before the events asked.
- C The king's son climbs the braids and finds the enchantress instead of Rapunzel. Correct.**  
Correct. Right after the climax, the king's son climbs the cut braids and finds the enchantress, not Rapunzel.
- D Rapunzel and the king's son live happily in his kingdom.**  
Pattern Mix-Up: Wrong plot element. The happy ending is the resolution, which comes after the falling action.



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Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The resolution is the part where the main problem gets solved.**

**A wrong character trap gives a real action to the wrong person, so I check who does what.**

THIS WEEK'S FOCUS

## Plot

from “Rapunzel”

This week we learn about the **resolution**, the part of the story where the main problem gets solved. Our TEKS is **4.8(C)**, and this week's breakout is **the resolution**. We read the story **Rapunzel**. STAAR asks: **How does the resolution solve the main problem?** Trap this week: **Wrong character**, a choice that gives a real action to the wrong character, like saying the enchantress heals the prince.

This deck teaches **following the resolution the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 1 • Plot

TEKS 4.8(C) • Plot • Week 8 of 36 • Cluster 1 • Module 4 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the resolution, the part of the story where the main problem gets solved.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about how the resolution solves the problem, and we will learn to spot answers that give an action to the wrong character.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 1 Module 4 . a class or student copy of “Rapunzel” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell who heals the king's son's eyes.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the main problem of the story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the main problem.

Read the beginning of **Rapunzel**. Notice the problem the enchantress makes. Circle the words that tell what she does.

**"When she was twelve years old, the enchantress shut her into a tower"**

**I CAN** | I can notice the problem the resolution must solve.



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Grade 4 · Cluster 1 · Plot · Monday

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the main problem of the story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot has a problem. Listen for the problem the ending will solve."**

▶ Read the line twice. Students circle shut her into a tower on the NOTICE row.

**ANSWER KEY:** The enchantress shuts Rapunzel into a tower with no stairs or door.

## CHECK FOR UNDERSTANDING

Ask a student what the enchantress does when Rapunzel turns twelve.

## COMMON MISCONCEPTION

Students may name the rampion at the start. That is the parents' trouble; the main problem is the tower.

## POSSIBLE STUDENT QUESTION

Is the tower the only problem? No. The prince is blinded later, and the resolution must heal him too.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the main problem of the story. Keep the demand at this level.

## RAISE THE THINKING

Ask why the enchantress keeps Rapunzel in the tower.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the resolution solves the problem."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose how the problem gets solved.

STAAR asks: **How does the resolution solve the main problem?** Pick the answer that tells how the story ends.

**"He led her to his kingdom where he was joyfully received"**

**A** Rapunzel's tears heal the king's son, and he takes her to his kingdom. • **B** The enchantress gives Rapunzel back to her parents. • **C** The enchantress forgives Rapunzel and sets her free.

**I CAN** | I can pick the resolution and name the traps.



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Grade 4 · Cluster 1 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

### TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the resolution solves the problem."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution is the ending. Listen for how the problem finally gets solved."**

▶ Students choose privately, then check each choice against the ending with a partner.

**ANSWER KEY:** A. Rapunzel's tears heal the king's son, and he takes her to his kingdom.

### CHECK FOR UNDERSTANDING

Ask a student who heals the king's son's eyes.

### COMMON MISCONCEPTION

Students may pick C because the enchantress has power. The story shows her as pitiless, never forgiving.

### POSSIBLE STUDENT QUESTION

If the enchantress is powerful, why is C wrong? Because the text never shows her forgiving or freeing anyone.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the resolution solves the problem. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what Rapunzel's tears do in the ending.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the problem is solved.

STAAR asks: Which sentence from the story best supports the idea that the main problem is solved? Point to the line that proves it.

"and he could see with them as before"

I CAN | I can point to the line where the problem gets solved.



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Grade 4 · Cluster 1 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution fixes the problem. Hunt for the line where the fix happens."**

▶ Take two or three answers. Students underline could see with them as before on the SHOW row.

**ANSWER KEY:** and he could see with them as before

CHECK FOR UNDERSTANDING

Ask a student what heals the king's son's eyes.

COMMON MISCONCEPTION

Students may choose the line where the hair falls down. That is the rising action, not the fix.

POSSIBLE STUDENT QUESTION

Why is this line the proof? Because the blindness was part of the problem, and now it is gone.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the problem is solved. Keep the demand at this level.

RAISE THE THINKING

Ask what the king's son can do once he can see.



TODAY'S THINKING JOB

# OWN

"I can write the resolution events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the resolution.

Write three events of the resolution in order: the tears, the healing, and the happy ending.

**"Rapunzel knew him and fell on his neck and wept"**

**I CAN** | I can retell the resolution using order words.



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Grade 4 · Cluster 1 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the resolution events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so a listener can follow the resolution."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First she weeps, next her tears heal him, last they live happily in his kingdom.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may end with the hair cut. The hair cut is the climax; the resolution comes later.

### POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution in order. Keep the demand at this level.

### RAISE THE THINKING

Ask a student which resolution event matters most and why.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the ending solves the problem."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the resolution.

How does Rapunzel's reunion with the king's son lead to the resolution? Explain the connection.

**"and they lived for a long time afterwards, happy and contented"**

**I CAN** | I can defend how the resolution connects to the problem.



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Grade 4 · Cluster 1 · Plot · Friday

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the ending solves the problem."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The ending connects to the problem. One event causes the fix."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** Rapunzel's tears heal the prince, so he leads her to his kingdom and they live happily.

### CHECK FOR UNDERSTANDING

Ask a student to prove the healing by finding it in the text.

### COMMON MISCONCEPTION

Students may say the enchantress solves the problem. The enchantress causes it; Rapunzel's tears do the healing.

### POSSIBLE STUDENT QUESTION

Why does the reunion matter? Because it brings the couple together so the healing can happen.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution solves the problem. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the king's son never reached the desert.

**Find the resolution on your own.**

Go back to the story. Write how the main problem is solved at the end. Copy the sentence that proves it.

**Go back to the story.**  
**Write how the main problem is solved.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the resolution and prove it with a sentence from the story.

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Grade 4 · Cluster 1 · Plot



TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the part where the couple meets in the desert. Then read what happens next."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** When she was twelve years old, the enchantress shut her into a tower, so Rapunzel is trapped. That is the main problem, and the ending must solve it.

**CHOOSE** A. Rapunzel's tears heal the king's son, and he takes her to his kingdom. B is Not in the text: the enchantress never gives her back. C is Opposite of the text: the enchantress is pitiless, not forgiving.

**SHOW** and he could see with them as before. Once the king's son can see again, the blindness is gone, and that is how the problem gets solved.

**OWN** Answers vary. Example: First, Rapunzel knows the king's son and weeps. Next, her tears heal his eyes. Last, he leads her to his kingdom, where they live happily.

**DEFEND** The reunion leads to the resolution, because Rapunzel's tears heal the king's son's eyes, and they lived for a long time afterwards, happy and contented, in his kingdom. Saying the enchantress heals the prince is a Wrong character trap.

**YOUR TURN** Answers vary. Example: Rapunzel's tears heal the king's son's eyes. Proof: and he could see with them as before.

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Grade 4 · Cluster 1 · Plot



TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“she took poor Rapunzel into a desert where she had to live in great grief and misery ... Rapunzel knew him and fell on his neck and wept”**

**How does the resolution solve the main problem?**

- A** The enchantress sets Rapunzel free and becomes her friend.
- B** The enchantress heals the king's son's eyes with her tears.
- C** Rapunzel climbs down the silk ladder she wove.
- D** Rapunzel's tears heal the king's son, and he leads her to his kingdom.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing B because the eyes really do heal, without checking whose tears do the healing.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**The enchantress sets Rapunzel free and becomes her friend.**

- A** Reversed Meaning: Opposite of the text. The enchantress is pitiless and casts Rapunzel out, never freeing her.

**The enchantress heals the king's son's eyes with her tears.**

- B** Another Place: Wrong character. It is Rapunzel's tears that heal the prince, not the enchantress.

**Rapunzel climbs down the silk ladder she wove.**

- C** Stretched or Unsupported: Not in the text. The ladder is planned, but Rapunzel never climbs down it.

**Rapunzel's tears heal the king's son, and he leads her to his kingdom. Correct.**

- D** Correct. Rapunzel's tears heal the king's son's eyes, and he leads her to his kingdom, which solves the main problem.



The Writing Academy®, LLC

Grade 4 · Cluster 1 · Plot

TEKS 4.8(C) · Plot · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action builds the trouble with bigger and bigger wishes.**

**A small detail can be true but still not be a plot event, so I check what moves the story.**

THIS WEEK'S FOCUS

## Plot

from “The Fisherman and his Wife”

This week we learn about the **rising action**, the events that build the trouble in a story. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the story **The Fisherman and his Wife**. STAAR asks: **Which event is most important to the plot?** Trap this week: **Small detail, not a plot event**, a choice that names a small detail that does not move the story.

This deck teaches **finding the most important event the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 4 • Cluster 2 • Plot

TEKS 4.8(C) • Plot • Week 9 of 36 • Cluster 2 • Module 1 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build the trouble in the story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the most important event, and we will learn to spot answers that are only small details.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 2 Module 1 . a class or student copy of “The Fisherman and his Wife” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell the event the whole story depends on.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice how the story begins.

Read the beginning of **The Fisherman and his Wife**. Notice what the fisherman catches. Circle the words that tell what happens.

**"all on a sudden his float was dragged away deep into the water"**

**I CAN** | I can notice the event that starts the whole story.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Monday

TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts with one event. Listen for the event the rest of the story depends on."**

▶ Read the line twice. Students circle dragged away deep into the water on the NOTICE row.

**ANSWER KEY:** The fisherman's float is dragged deep into the water.

### CHECK FOR UNDERSTANDING

Ask a student what the fisherman pulls up from the water.

### COMMON MISCONCEPTION

Students may name the pigsty. That is where they live; the float being dragged is the first plot event.

### POSSIBLE STUDENT QUESTION

Is the pigsty the most important thing? No. It is the setting; the catch is what starts the plot.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event of the plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what the fish says to the fisherman.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the most important event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the most important event.

STAAR asks: **Which event is most important to the plot?** Pick the event everything else depends on.

**"I am not a real fish; I am an enchanted prince"**

- A** The water turns yellow and green at the shore. • **B** The wife wants to live in a stone castle. • **C** The fisherman pulls out a great fish that can talk and lets it go.

**I CAN** | I can pick the event the whole plot depends on.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 9 of 36 • Cluster 2 • Module 1 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the most important event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"One event makes everything else happen. Look for the event the story cannot do without."**

▶ Students choose privately, then check each event against the story with a partner.

**ANSWER KEY:** C. The fisherman pulls out a great fish that can talk and lets it go.

### CHECK FOR UNDERSTANDING

Ask a student what the fish says it really is.

### COMMON MISCONCEPTION

Students may pick A because the water color is easy to see. A small detail is not the same as a plot event.

### POSSIBLE STUDENT QUESTION

If several events really happen, how do I pick? Ask which one every other event depends on.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the most important event. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what would happen if the fisherman never caught the fish.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the key event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the event that drives the plot.

STAAR asks: Which sentence from the story best supports the idea that the fish drives the rest of the plot? Point to the line that proves it.

**"do go back and tell the fish we want a snug little cottage"**

**I CAN** | I can point to the line that shows the fish driving the plot.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the key event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The key event leaves a trail. Hunt for the line where the fish starts changing things."**

▶ Take two or three answers. Students underline *snug little cottage* on the SHOW row.

**ANSWER KEY:** do go back and tell the fish we want a snug little cottage

CHECK FOR UNDERSTANDING

Ask a student what the wife wants the fisherman to do.

COMMON MISCONCEPTION

Students may choose a line about the cottage itself. Look for the line where the fish is asked for something.

POSSIBLE STUDENT QUESTION

Why is this line the proof? Because it shows the fish granting wishes, which makes the plot move.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line that shows the key event. Keep the demand at this level.

RAISE THE THINKING

Ask what the fish says back to the fisherman.

TODAY'S THINKING JOB

# OWN

"I can write the rising action events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the rising action.

Write three wishes from the rising action in order: the cottage, the castle, and the crown.

**"I should like to have a large stone castle to live in"**

**I CAN** | I can retell the wishes using order words.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the rising action events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so a listener can follow the rising action."**

▶ Students write three wishes in order on the OWN row.

**ANSWER KEY:** Example: First the cottage, next the castle, last the crown, and each wish is granted.

### CHECK FOR UNDERSTANDING

Ask a student to read their three wishes while the class checks the order.

### COMMON MISCONCEPTION

Students may start with the pigsty. The pigsty is the setting; the wishes are the rising action.

### POSSIBLE STUDENT QUESTION

Do I have to use the exact words from the story? No. Use your own words, but keep the order true.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

### RAISE THE THINKING

Ask a student which wish is the biggest and why.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the key event.

How does the event in paragraph 6 lead to the rest of the story? Explain the connection.

**"Everything went right for a week or two, and then Dame IIsabill said"**

**I CAN** | I can defend how the castle wish drives the plot.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Friday

TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action is a chain. One wish makes the next wish come."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** The castle wish is granted, so the wife asks for more, and the wishes keep growing bigger.

### CHECK FOR UNDERSTANDING

Ask a student to prove the castle wish by finding it in the text.

### COMMON MISCONCEPTION

Students may say the fish starts the wishes. The fish only answers; the wife keeps asking for more.

### POSSIBLE STUDENT QUESTION

Why does the castle wish matter? Because every later wish grows out of it.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the castle wish drives the plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the wife liked the cottage.

**Find the key event on your own.**

Go back to the story. Write the event the rest of the plot depends on. Copy the sentence that proves it.

**Go back to the story.**  
**Write the event the plot depends on.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the key event and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find where the fisherman pulls up the fish. Then read what happens next."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** All of a sudden the fisherman's float is dragged away deep into the water, and he pulls out a great fish. That catch is where the whole story begins.

**CHOOSE C.** The fisherman pulls out a great fish that can talk and lets it go. A is Small detail, not a plot event: the water color does not move the plot. B is Wrong part of the story: the castle wish comes later in the rising action.

**SHOW** do go back and tell the fish we want a snug little cottage. The wife sends the fisherman back to the fish, and that wish starts the rising action of the plot.

**OWN** Answers vary. Example: First, the wife wants a snug little cottage. Next, I should like to have a large stone castle to live in. Last, she wants to be king and wear a crown.

**DEFEND** The wife wanting more leads to the rest, because Everything went right for a week or two, and then Dame IIsabill said she wanted a stone castle, so the wishes keep growing. The ducks and chickens are a Small detail, not a plot event.

**YOUR TURN** Answers vary. Example: The fisherman catches a fish that can talk and lets it go. Proof: I am not a real fish; I am an enchanted prince.

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Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“do go back and tell the fish we want a snug little cottage ... Everything went right for a week or two, and then Dame IIsabill said ... 'Go home,' said the fish; 'she is king already.'”**

**Which event is most important to the plot?**

- A** The water turns yellow and green at the shore.
- B** The fisherman catches a fish that can talk and lets it go.
- C** The wife becomes king and wears a golden crown.
- D** The wife is happy with the cottage and never asks for more.



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Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing A because the water really does change color, without checking whether it moves the plot.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

- A The water turns yellow and green at the shore.**  
Topic Trap: Small detail, not a plot event. The water color tells the mood but does not move the plot.
- B The fisherman catches a fish that can talk and lets it go. Correct.**  
Correct. The talking fish is an enchanted prince, and every wish in the story comes from this catch, so it is the most important event.
- C The wife becomes king and wears a golden crown.**  
Another Place: Wrong part of the story. The crown comes later in the rising action; the catch at the start drives the plot.
- D The wife is happy with the cottage and never asks for more.**  
Reversed Meaning: Opposite of the text. The wife keeps asking for bigger and bigger wishes, all the way to the sun and moon.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action is the part where events build up to the turning point.**

**The setting can move the plot, so I look for how a place helps or blocks the characters.**

THIS WEEK’S FOCUS

## Plot

from “The Seven Ravens\*”

This week we learn how the **setting** matters to the plot. Our TEKS is **4.8(C)**, and this week’s breakout is **the rising action**. We read the story **The Seven Ravens**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a choice that describes a place without showing how it moves the story forward.

This deck teaches **reading the setting the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 2 • Plot

TEKS 4.8(C) • Plot • Week 10 of 36 • Cluster 2 • Module 2 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning how the setting matters to the plot, and we are reading the story The Seven Ravens.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the setting, and we will learn to spot answers that are only setting details.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 2 Module 2 . a class or student copy of “The Seven Ravens\*” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name the places the girl visits in the story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the problem that starts the story.

Read the beginning of **The Seven Ravens**. Notice what happens when the father waits too long for his sons. Circle the words that tell what he wishes.

**"he flew into a rage and wished them all turned into ravens"**

**I CAN** | I can notice where the rising action begins.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Plot • Monday

TEKS 4.8(C) • Plot • Week 10 of 36 • Cluster 2 • Module 2 • slide 2 of 10

### TEACHER SAYS & DOES • SLIDE 2 OF 10 •

#### Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts with a problem. Listen for the wish that starts this one."**

▶ Read the line twice. Students circle wished them all turned into ravens on the NOTICE row.

**ANSWER KEY:** he flew into a rage and wished them all turned into ravens

### CHECK FOR UNDERSTANDING

Ask a student what the father wishes for his sons.

### COMMON MISCONCEPTION

Students may name the sons dropping their pitchers. That happens before the wish; the wish starts the problem.

### POSSIBLE STUDENT QUESTION

Does the father really want his sons to become ravens? No. He is angry, but his angry words start the problem.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event of the plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what the father sees when he looks up after his wish.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the setting matters to the plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what the setting does.

STAAR asks: **How is the setting important to the plot?** Pick the answer that tells how a place helps the plot move forward.

**"the morning star rose up and gave her a little piece of wood"**

**A** The morning star rose up and gave her a little piece of wood. • **B** The sun keeps her warm, so she rests there before going on. • **C** Each star sits on its own little stool at the stars' home.

**I CAN** | I can choose the setting event that drives the plot and name the traps.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the setting matters to the plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three choices describe a place. Only one shows a place helping the plot move."**

▶ Students choose privately, then check each choice against the story with a partner.

**ANSWER KEY:** A. The morning star rose up and gave her a little piece of wood.

## CHECK FOR UNDERSTANDING

Ask a student which place gives the girl the key she needs.

## COMMON MISCONCEPTION

Students may pick B because the sun really is hot. Hot or not, the text says she runs away from it.

## POSSIBLE STUDENT QUESTION

If a place is pretty, does it matter to the plot? Not unless it helps or blocks a character.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the setting drives the plot. Keep the demand at this level.

## RAISE THE THINKING

Ask what the girl does after she loses the piece of wood.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the setting matters."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Show where the setting helps.

STAAR asks: Which sentence from the story best supports the idea that the setting helps the girl reach her brothers? Point to the line that proves it.

**"If you have not this little piece of wood, you cannot unlock the castle that stands on the glass-mountain, and there your brothers live."**

**I CAN** | I can point to the exact line where the setting helps the plot.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 10 of 36 • Cluster 2 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the setting matters."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The setting can give the hero what she needs. Hunt for the line where a place helps."**

▶ Take two or three answers. Students underline cannot unlock the castle on the SHOW row.

**ANSWER KEY:** If you have not this little piece of wood, you cannot unlock the castle that stands on the glass-mountain.

CHECK FOR UNDERSTANDING

Ask a student what the piece of wood unlocks.

COMMON MISCONCEPTION

Students may pick a line about the sun or the moon. Those places send her on; the stars' line shows the help that matters.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because this line connects the setting to what she must do next.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the setting helps. Keep the demand at this level.

RAISE THE THINKING

Ask what the morning star says will happen without the piece of wood.

TODAY'S THINKING JOB

OWN

"I can write the rising action events in order."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Own the rising action.

Write three events from the girl's journey in order: the place she visits first, the help she gets, and what she does when she reaches the castle.

"Thus she went on and on, and journeyed till she came to the world's end"

**I CAN** | I can retell the rising action of the plot on my own.



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Grade 4 · Cluster 2 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write the rising action events in order."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The rising action is a journey. Put the places in the order she visits them."

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the sun is too hot, next the stars give her wood, last she opens the castle door.

CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the sequence.

COMMON MISCONCEPTION

Students may start with the ravens flying home. That is the end; the journey is the rising action.

POSSIBLE STUDENT QUESTION

Do I need every place she visits? No. Choose the events that matter most to the plot.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

RAISE THE THINKING

Ask which event in the journey is the turning point of the story.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the setting leads to the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does losing the morning star's gift lead to the girl using her own finger to open the door? Explain the connection.

**"she saw she had lost the gift of the good stars"**

**I CAN** | I can defend how one event leads to the next in the plot.



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Grade 4 · Cluster 2 · Plot · Friday

TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

## TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the setting leads to the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"One event causes the next. Follow the chain from the gift to the door."**

▶ Students write the connection and the word so or leads on the DEFEND row.

**ANSWER KEY:** The gift leads her to the castle, so she finds a way in and reaches her brothers.

## CHECK FOR UNDERSTANDING

Ask a student what she uses when she loses the piece of wood.

## COMMON MISCONCEPTION

Students may say the sun helped her. The sun was too hot; the stars' gift is what matters.

## POSSIBLE STUDENT QUESTION

Why does losing the wood matter? It forces her to find another way in, and that keeps the plot moving.

## RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the setting leads to the climax. Keep the demand at this level.

## RAISE THE THINKING

Ask what would happen if the stars had not helped her.

**Follow the setting on your own.**

Go back to the story. Write what happens right after the seventh raven finds the ring. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the seventh raven finds the ring.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the ring in the last glass. Then read what happens next.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The sons stay away too long, and then the father flew into a rage and wished them all turned into ravens. That angry wish is the problem that starts the plot.

**CHOOSE A.** The morning star rose up and gave her a little piece of wood. B is Opposite of the text: the sun is too hot, so she runs away. C is Setting detail, not the plot: it tells what the stars' home is like, not how a place moves the plot.

**SHOW** If you have not this little piece of wood, you cannot unlock the castle that stands on the glass-mountain, and there your brothers live. This line proves the setting matters: the gift lets her reach the castle where her brothers live.

**OWN** Answers vary. Example: First, the girl journeyed till she came to the world's end, and the sun was too hot. Next, the morning star gives her a little piece of wood. Last, she reaches the glass-mountain castle and opens the door.

**DEFEND** The stars' gift leads her to the castle, but she saw she had lost the gift of the good stars, so she cuts off her finger, opens the door, and reaches her brothers. Calling the moon's coldness the key help is a Setting detail, not the plot.

**YOUR TURN** Answers vary. Example: The girl runs forward and all the ravens take their right form again. Proof: she ran forward, and in an instant all the ravens took their right form again.

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Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**“the sun looked much too hot and fiery; so she ran away quickly to the moon, but the moon was cold and chilly, and said, ‘I smell flesh and blood this way!’ ... came to the stars, and the stars were friendly and kind to her ... she saw she had lost the gift of the good stars”**

**Which event shows how the setting is important to the plot?**

- A** The morning star gives her a little piece of wood to unlock the castle.
- B** The girl asks the sun for a drink of water.
- C** The moon keeps her warm, so she stays there all night.
- D** The stars each have their own stool in their home.



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Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing D because the stars really do sit on stools, without checking whether that detail moves the plot.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

**A** **The morning star gives her a little piece of wood to unlock the castle. Correct.**  
Correct. The morning star's gift is the key she needs, and it is how the setting helps her reach her brothers.

**B** **The girl asks the sun for a drink of water.**  
Stretched or Unsupported: Not in the text. The story never says she asks the sun for water; she brings her own.

**C** **The moon keeps her warm, so she stays there all night.**  
Reversed Meaning: Opposite of the text. The moon is cold and chilly, and she hurries away from it.

**D** **The stars each have their own stool in their home.**  
Topic Trap: Setting detail, not the plot. This tells what the stars' home looks like, not how the setting moves the plot.



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Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The climax is the turning point where the story changes.**

**Events cause other events, so I check which event really leads to the turning point.**

THIS WEEK'S FOCUS

## Plot

from “The Twelve Huntsmen”

This week we learn about the **climax**, the turning point where the story changes. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**. We read the story **The Twelve Huntsmen**. STAAR asks: **What causes the climax of the story?** Trap this week: **Cause and effect switched**, a choice that swaps which event caused which.

This deck teaches **finding the climax the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 2 • Plot

TEKS 4.8(C) • Plot • Week 11 of 36 • Cluster 2 • Module 3 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the climax, the turning point where the story changes.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about what causes the climax, and we will learn to spot answers that switch cause and effect.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 2 Module 3 . a class or student copy of “The Twelve Huntsmen” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell what the king discovers about his huntsmen at the end.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the clue the beginning plants.

Read the beginning of **The Twelve Huntsmen**. Notice what the king's son gives his bride before he rides away. Circle the words that tell what he promises.

**"I give you a ring as a remembrance of me."**

**I CAN** | I can notice how the beginning sets up the climax.



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Grade 4 · Cluster 2 · Plot · Monday

TEKS 4.8(C) · Plot · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Look for objects the story plants early. They often matter at the end."**

▶ Read the line twice. Students circle ring on the NOTICE row.

**ANSWER KEY:** I give you a ring as a remembrance of me.

## CHECK FOR UNDERSTANDING

Ask a student what the king's son gives his bride.

## COMMON MISCONCEPTION

Students may name the promise to his father. The ring is the clue that comes back at the climax.

## POSSIBLE STUDENT QUESTION

Why does the ring matter now? It is the clue the king will see again at the turning point.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the clue the beginning plants. Keep the demand at this level.

## RAISE THE THINKING

Ask what the son promises his father before the father dies.

TODAY'S THINKING JOB

# CHOOSE

"I can choose what causes the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what causes the climax.

STAAR asks: **What causes the climax of the story?** Pick the event that makes the king finally recognize his bride.

**"Then he saw the ring which he had given to his first bride"**

- A** The lion tells the king the huntsmen are girls and runs two tests. • **B** The king draws her glove off, so the bride faints and the ring shows. • **C** The king sees the ring and recognizes her when her glove comes off.

**I CAN** | I can choose the true cause of the turning point and name the traps.



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Grade 4 • Cluster 2 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 11 of 36 • Cluster 2 • Module 3 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose what causes the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one is the true cause of the turning point."**

▶ Students choose privately, then trace each choice back to the story with a partner.

**ANSWER KEY:** C. The king sees the ring and recognizes her when her glove comes off.

### CHECK FOR UNDERSTANDING

Ask a student what makes the king finally know who she is.

### COMMON MISCONCEPTION

Students may pick A because the lion really does tell the king. The lion's tests happen before the climax.

### POSSIBLE STUDENT QUESTION

If two events are true, how do I pick? I check which event causes the turning point.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing what causes the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask what the king does right after he sees the ring.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the climax.

STAAR asks: **Which sentence from the story best supports the idea that** the king accepts his true bride at the climax? Point to the line that proves it.

**"You are mine, and I am yours, and no one in the world can alter that."**

**I CAN** | I can point to the exact line where the turning point happens.



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Grade 4 · Cluster 2 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the moment of change. Hunt for the line where the king finally knows."**

▶ Take two or three answers. Students underline no one in the world on the SHOW row.

**ANSWER KEY:** You are mine, and I am yours, and no one in the world can alter that.

CHECK FOR UNDERSTANDING

Ask a student what the king declares to his bride.

COMMON MISCONCEPTION

Students may pick a line about the peas test. The tests come before the climax; this line is the turning point.

POSSIBLE STUDENT QUESTION

Why does this line prove the climax? Because here the king chooses her, and nothing can change that.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the climax happens. Keep the demand at this level.

RAISE THE THINKING

Ask what the king says right after he recognizes her.

TODAY'S THINKING JOB

# OWN

"I can write the events that lead to the climax in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the turning point.

Write three events in order that lead to the climax: the news, the faint, and the discovery. Use the story to help you.

**"she fell fainting to the ground"**

**I CAN** | I can retell what causes the turning point on my own.



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Grade 4 · Cluster 2 · Plot · Thursday

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### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the events that lead to the climax in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax does not come out of nowhere. List the events that lead to it."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the news comes, next the bride faints, last the king sees the ring.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the chain.

### COMMON MISCONCEPTION

Students may start with the wedding. The wedding comes after the climax.

### POSSIBLE STUDENT QUESTION

Do the tests matter? They build the rising action, but the faint and the ring cause the climax.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the causes of the climax in order. Keep the demand at this level.

### RAISE THE THINKING

Ask what the king says the moment he knows who she is.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the events cause the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the cause.

How does the news about the bride lead to the king recognizing his true bride? Explain the connection.

**"ran up to him, wanted to help him, and drew his glove off."**

**I CAN** | I can defend how one event leads to the next in the plot.



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Grade 4 · Cluster 2 · Plot · Friday

TEKS 4.8(C) · Plot · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the events cause the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Follow the chain: news, faint, glove, ring. Each event causes the next."**

▶ Students write the chain and the word because on the DEFEND row.

**ANSWER KEY:** The news makes her faint, the king draws off her glove, and then he sees the ring.

### CHECK FOR UNDERSTANDING

Ask a student what the king does when his huntsman falls.

### COMMON MISCONCEPTION

Students may blame the lion. The lion's tests come earlier; the faint and the ring cause the climax.

### POSSIBLE STUDENT QUESTION

Why does the ring matter at the climax? Because it is the clue the king gave her himself.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining what causes the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the ring had not been on her hand.



**Follow the plot on your own.**

Go back to the story. Write what happens right after the king sees the ring. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the king sees the ring.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find where the king sees the ring. Then read what he does next."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Before he rides away, the king's son tells his bride, I give you a ring as a remembrance of me, and he promises to return for her. That ring becomes the clue that causes the climax later.

**CHOOSE C.** The king sees the ring and recognizes her when her glove comes off. A is Wrong part of the story: the lion's tests come before the climax. B is Cause and effect switched: the bride faints first, then the glove comes off.

**SHOW** You are mine, and I am yours, and no one in the world can alter that. This line proves the climax, because the king declares she is his and no one can change it.

**OWN** Answers vary. Example: First, news comes that the king's bride is approaching. Next, the true bride hears it, and she fell fainting to the ground. Last, the king draws off her glove and sees the ring.

**DEFEND** The news leads to the climax because it makes the true bride faint, so the king ran up to him, wanted to help him, and drew his glove off, and then he saw the ring. Saying the glove came off before she fainted is Cause and effect switched.

**YOUR TURN** Answers vary. Example: The king recognizes her and says she is his. Proof: when he looked in her face he recognized her.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“news came that the king’s bride was approaching. When the true bride heard that, it hurt her so much that her heart was almost broken, and she fell fainting to the ground. ... The king thought something had happened to his dear huntsman, ran up to him, wanted to help him, and drew his glove off.”**

**Which event causes the king to finally recognize his bride?**

- A** The lion tests the huntsmen with peas and spinning wheels.
- B** The true bride asks the king to look at her glove.
- C** The bride faints because the king sees the ring.
- D** The king sees the ring on her hand and recognizes her.



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Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing C because the bride really does faint, without checking what caused the faint.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**The lion tests the huntsmen with peas and spinning wheels.**

- A** Another Place: Wrong part of the story. The lion's tests come in the rising action, and the king stops believing the lion.

**The true bride asks the king to look at her glove.**

- B** Stretched or Unsupported: Not in the text. The story never says the bride asks him to look at her glove.

**The bride faints because the king sees the ring.**

- C** Reversed Meaning: Cause and effect switched. She faints from the news first; the ring is only seen after.

**The king sees the ring on her hand and recognizes her. Correct.**

- D** Correct. Seeing the ring he gave her is what makes the king know she is his first bride.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The falling action comes after the climax and leads to the resolution.**

**The ending does not say more than it shows, so I watch for answers that go too far.**

## THIS WEEK'S FOCUS

## Plot

from “The Fisherman and his Wife”

This week we learn about the **falling action**, the events that follow the climax and lead to the resolution. Our TEKS is **4.8(C)**, and this week's breakout is **the falling action**. We read the story **The Fisherman and his Wife**. STAAR asks: **How do the events after the climax lead to the resolution?** Trap this week: **Goes too far**, a choice that overstates what the text really says.

This deck teaches **following the falling action the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 4 • Cluster 2 • Plot

TEKS 4.8(C) • Plot • Week 12 of 36 • Cluster 2 • Module 4 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the falling action, the events that follow the climax and lead to the resolution.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the ending of the story, and we will learn to spot answers that go too far.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 2 Module 4 . a class or student copy of “The Fisherman and his Wife” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell what the fish says at the very end of the story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the choice that starts the trouble.

Read the beginning of **The Fisherman and his Wife**. Notice what the fisherman does with the fish. Circle the words that tell what he decides.

**"I will have nothing to do with a fish that can talk"**

**I CAN** | I can notice how the beginning sets up the rising action.



The Writing Academy®, LLC

Grade 4 • Cluster 2 • Plot • Monday

TEKS 4.8(C) • Plot • Week 12 of 36 • Cluster 2 • Module 4 • slide 2 of 10

### TEACHER SAYS & DOES • SLIDE 2 OF 10 •

#### Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts with a choice. Listen for the choice that starts this story."**

▶ Read the line twice. Students circle have nothing to do on the NOTICE row.

**ANSWER KEY:** I will have nothing to do with a fish that can talk

### CHECK FOR UNDERSTANDING

Ask a student why the fisherman lets the fish go.

### COMMON MISCONCEPTION

Students may name the wife asking for a cottage. That comes after; freeing the fish happens first.

### POSSIBLE STUDENT QUESTION

Does the fisherman want the fish's magic? No. He just wants the talking fish gone.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event of the plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what the wife says when she hears what happened.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the falling action leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the falling action.

STAAR asks: **How do the events after the climax lead to the resolution?** Pick the answer that tells what the fish says and what happens next.

**"Go home,' said the fish, 'to your pigsty again.'"**

- A** The fish sends them back, so they live in the pigsty again. • **B** The fish gives the wife the sun and the moon to rule. • **C** The wife becomes pope and then wants to rule the sun and moon.

**I CAN** | I can choose the ending events in the right order and name the traps.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the falling action leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action is short here. Listen for the fish's last answer and what comes after."**

▶ Students choose privately, then check each choice against the ending with a partner.

**ANSWER KEY:** A. The fish sends them back, so they live in the pigsty again.

## CHECK FOR UNDERSTANDING

Ask a student what the fish says about the last wish.

## COMMON MISCONCEPTION

Students may pick B because the wife does rule many things. The fish refuses her last wish.

## POSSIBLE STUDENT QUESTION

If the wife got many wishes, why is B wrong? Because the fish says no to the very last one.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the falling action ends. Keep the demand at this level.

## RAISE THE THINKING

Ask what the wife asks for right before the fish sends them home.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the falling action.

STAAR asks: **Which sentence from the story best supports the idea that the couple ends up back where they started?** Point to the line that proves it.

**"And there they live to this very day."**

**I CAN** | I can point to the exact line where the story ends.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution is where the story lands. Hunt for the line that shows the ending."**

▶ Take two or three answers. Students underline *live to this very day* on the SHOW row.

**ANSWER KEY:** And there they live to this very day.

CHECK FOR UNDERSTANDING

Ask a student where the couple lives at the end of the story.

COMMON MISCONCEPTION

Students may pick a line about the castle. The castle is gone by the end; this line shows where they truly end up.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because the word there points back to the pigsty the fish sent them to.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what the sea looks like on the fisherman's last trip.



TODAY'S THINKING JOB

# OWN

"I can write the ending events of the plot in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the falling action.

Write the last three events of the story in order: the wife's last wish, what the fish says, and how the story ends.

**"tell him I must be lord of the sun and moon."**

**I CAN** | I can retell the falling action and resolution on my own.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the ending events of the plot in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action is short here. Write what happens after the last wish."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the wife asks for the sun and moon, next the fish sends them home, last they live in the pigsty.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may end with the wife as pope. The pope wish is not the ending; the fish's last answer is.

### POSSIBLE STUDENT QUESTION

Does the story say why the fish stops giving? No. It only shows what happens after the last wish.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the falling action in order. Keep the demand at this level.

### RAISE THE THINKING

Ask which event is the climax of the story.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the falling action leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the ending.

How does the fish's last answer lead to the ending of the story? Explain the connection.

**"At last, as she was dropping asleep, morning broke, and the sun rose."**

**I CAN** | I can defend how the ending events connect.



The Writing Academy®, LLC

Grade 4 · Cluster 2 · Plot · Friday

TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the falling action leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The ending connects to the climax. One answer leads to the next."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The last wish makes the fish send them home, so they live in the pigsty to this very day.

### CHECK FOR UNDERSTANDING

Ask a student what the fish says about ruling the sun and moon.

### COMMON MISCONCEPTION

Students may say the wife learned a lesson. The story does not say that; it only shows what happens.

### POSSIBLE STUDENT QUESTION

Why does the sun matter here? Seeing it rise makes the wife want to rule it, and that leads to the refusal.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action leads to the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the fish had said yes to the last wish.

**Follow the ending on your own.**

Go back to the story. Write what happens right after the fish says the couple must go home. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the fish sends the couple home.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the fish's last answer. Then read the last line of the story."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

## Answers, across the five thinking levels.

**NOTICE** The fisherman catches a fish that can talk, and he says I will have nothing to do with a fish that can talk, so he lets it go. That choice starts the trouble when his wife hears about it.

**CHOOSE** A. The fish sends them back, so they live in the pigsty again. B is Opposite of the text: the fish refuses her last wish. C is Wrong part of the story: the pope wish comes before the climax.

**SHOW** And there they live to this very day. This line proves the resolution, because the falling action sends them back, and the story ends with them still in the pigsty.

**OWN** Answers vary. Example: First, the wife sends her husband with the words tell him I must be lord of the sun and moon. Next, the fish sends them back to the pigsty. Last, the story ends with them living there to this very day.

**DEFEND** The last wish leads to the resolution, because morning broke, and the sun rose, and she demands to rule it, so the fish refuses and sends them back to the pigsty. Saying the fish grants wishes forever is Goes too far.

**YOUR TURN** Answers vary. Example: The story ends with the couple living in the pigsty. Proof: And there they live to this very day.

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Grade 4 · Cluster 2 · Plot



TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

## TEACHER SAYS &amp; DOES · SLIDE 8 OF 10 ·

~4 min

## Review the Answers

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE &amp; ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“tell him I must be lord of the sun and moon. ... The fisherman was half asleep, but the thought frightened him so much that he started and fell out of bed. ... Then the man went shivering with fear; and as he was going down to the shore a dreadful storm arose”**

**Which event happens after the fish refuses the wife's last wish?**

- A** The wife becomes pope and wears three crowns on her head.
- B** The fish tells them to go home to their pigsty again.
- C** The fisherman gives the fish back its freedom one more time.
- D** The wife learns her lesson and never asks for anything again.



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Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing D because the wife really does stop getting wishes, without checking what the text actually says about her.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

- A The wife becomes pope and wears three crowns on her head.**  
Another Place: Wrong part of the story. The pope wish comes in the rising action, before the climax.
- B The fish tells them to go home to their pigsty again. Correct.**  
Correct. After the wife's last wish, the fish sends them home, and that falling action leads to the ending.
- C The fisherman gives the fish back its freedom one more time.**  
Stretched or Unsupported: Not in the text. The fisherman frees the fish once, at the start, and never again.
- D The wife learns her lesson and never asks for anything again.**  
Stretched or Unsupported: Goes too far. The story never says the wife learns her lesson or stops asking.



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Grade 4 · Cluster 2 · Plot

TEKS 4.8(C) · Plot · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The rising action is the part of the plot where the trouble builds.

The rising action comes after the conflict is set and before the climax.

A real event from another part of the story is still wrong, so I check the plot part.

## THIS WEEK'S FOCUS

## Plot

from “Briar Rose”

This week we learn about the **rising action**, the events that build the trouble after the conflict begins. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the fairy tale **Briar Rose**. STAAR asks: **Which event in the story is part of the rising action?** Trap this week: **Out of order**, a choice that names a real event that happens before or after the rising action.

This deck teaches **spotting the rising action the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 4 • Cluster 3 • Plot

TEKS 4.8(C) • Plot • Week 13 of 36 • Cluster 3 • Module 1 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build the trouble after the conflict begins.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the rising action, and we will learn to spot answers that are out of order.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 3 Module 1 . a class or student copy of “Briar Rose” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name one event from the rising action of Briar Rose.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the first kind deed.

Read the beginning of **Briar Rose**. Notice what the queen does for the little fish. Circle the words that tell what she does.

**"Then the queen took pity on the little fish, and threw it back again into the river;"**

**I CAN** | I can notice how the story sets up what comes later.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Plot · Monday

TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The first event matters. Listen for what the queen does with the fish."**

▶ Read the line twice. Students circle took pity on the NOTICE row.

**ANSWER KEY:** Then the queen took pity on the little fish, and threw it back again into the river;

### CHECK FOR UNDERSTANDING

Ask a student what the fish promises the queen.

### COMMON MISCONCEPTION

Students may name the feast with the fairies. The queen helps the fish first.

### POSSIBLE STUDENT QUESTION

Does the queen know the fish can talk? No. She helps it because it is nearly dead.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event of the story. Keep the demand at this level.

### RAISE THE THINKING

Ask what the fish says before it swims away.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the event that belongs to the rising action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the rising action.

STAAR asks: **Which event in the story is part of the rising action?** Pick the event that builds the trouble after the curse is set.

**"so he ordered that all the spindles in the kingdom should be bought up and burnt."**

**A** The thirteenth fairy curses the princess at the great feast. • **B** The king orders every spindle in the kingdom to be burned. • **C** The prince and Briar Rose are married at the end.

**I CAN** | I can tell which part of the plot an event belongs to.



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 13 of 36 • Cluster 3 • Module 1 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the event that belongs to the rising action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one builds the rising action."**

▶ Students choose privately, then put each choice on the plot line with a partner.

**ANSWER KEY:** B. The king orders every spindle in the kingdom to be burned.

### CHECK FOR UNDERSTANDING

Ask a student which plot part the curse belongs to.

### COMMON MISCONCEPTION

Students may pick A because the curse starts the trouble. Starting the trouble is not the rising action.

### POSSIBLE STUDENT QUESTION

Where does the rising action sit? After the conflict is set and before the climax.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that belongs to the rising action. Keep the demand at this level.

### RAISE THE THINKING

Ask a student which choice happens first in the story.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a plot event."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Show the curse landing.

STAAR asks: Which sentence from the story best supports the idea that the curse comes true in the princess's fifteenth year? Point to the line that proves it.

**"But scarcely had she touched it, before the fairy's prophecy was fulfilled; the spindle wounded her, and she fell down lifeless on the ground."**

**I CAN** | I can point to the exact line where the curse comes true.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves a plot event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The story plants a prophecy. Hunt for the line where it comes true."**

▶ Take two or three answers. Students underline wounded her on the SHOW row.

**ANSWER KEY:** But scarcely had she touched it, before the fairy's prophecy was fulfilled; the spindle wounded her, and she fell down lifeless on the ground.

CHECK FOR UNDERSTANDING

Ask a student what happens the moment the princess touches the spindle.

COMMON MISCONCEPTION

Students may pick a line about the hedge. The hedge comes after the sleep; this line is where the curse lands.

POSSIBLE STUDENT QUESTION

Why does this line prove the prophecy? Because it says the prophecy was fulfilled the moment she touched it.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the curse comes true. Keep the demand at this level.

RAISE THE THINKING

Ask what the king hoped the burning would do.

TODAY'S THINKING JOB

# OWN

"I can write rising action events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the rising action.

Write three rising action events in order: what the king does, what happens at fifteen, and what grows around the palace.

**"A large hedge of thorns soon grew round the palace, and every year it became higher and thicker;"**

**I CAN** | I can retell the rising action on my own.



The Writing Academy®, LLC

Grade 4 · Cluster 3 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write rising action events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action is a chain. Each event adds to the trouble."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the king burns the spindles, next the princess falls asleep, last the hedge grows around the palace.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may add the wedding. The wedding is the resolution, not the rising action.

### POSSIBLE STUDENT QUESTION

Does the rising action include the kiss? No. The kiss is the climax, after the rising action.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

### RAISE THE THINKING

Ask which rising action event causes the next one.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the chain.

How do the princess's words in the tower lead to the curse coming true? Explain the connection.

**"How prettily that little thing turns round!"**

**I CAN** | I can defend how the rising action builds.



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Grade 4 · Cluster 3 · Plot · Friday

TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"One event causes the next. Her words send her hand to the spindle."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** Her wonder makes her take the spindle, so the spindle wounds her and the curse comes true.

### CHECK FOR UNDERSTANDING

Ask a student what the princess does right after she speaks.

### COMMON MISCONCEPTION

Students may say the old lady makes her spin. The princess takes the spindle herself.

### POSSIBLE STUDENT QUESTION

Why does her sentence matter? Because it shows she wants to try spinning before she touches the spindle.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the rising action builds. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the princess never entered the tower.

### Follow the plot on your own.

Go back to the story. Write what happens right after the princess pricks her finger. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the princess pricks her finger.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

#### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

##### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the spindle first. Then read what happens the moment the princess touches it."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

#### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

#### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

#### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

#### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

#### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The queen finds a fish that is nearly dead, and she takes pity on it and throws it back into the river. The fish promises that her wish will be fulfilled, and that promise leads to the princess being born.

**CHOOSE B.** The king orders every spindle in the kingdom to be burned. A is Out of order: the curse comes before the rising action. C is Wrong part of the story: the wedding is the resolution, at the very end.

**SHOW** But scarcely had she touched it, before the fairy's prophecy was fulfilled; the spindle wounded her, and she fell down lifeless on the ground. This line proves the curse lands the moment she touches the spindle.

**OWN** Answers vary. Example: First, the king burns every spindle. Next, the princess touches the spindle and falls asleep. Last, a large hedge of thorns soon grew round the palace, and every year it became higher and thicker.

**DEFEND** The princess's wonder leads to the curse coming true, because she says How prettily that little thing turns round! and takes the spindle, so it wounds her and she falls. Calling a later event rising action is Out of order.

**YOUR TURN** Answers vary. Example: The princess falls down lifeless, and then the whole palace falls asleep. Proof: she fell down lifeless on the ground.

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“But scarcely had she touched it, before the fairy’s prophecy was fulfilled; the spindle wounded her, and she fell down lifeless on the ground. ... A large hedge of thorns soon grew round the palace, and every year it became higher and thicker; ... This, however, none of them could ever do; for the thorns and bushes laid hold of them”**

**Which event in the story is part of the rising action?**

- A** The thirteenth fairy cries out a curse on the princess at the feast.
- B** The prince gives Briar Rose a kiss and she wakes up at once.
- C** The prince and Briar Rose are married at the wedding feast.
- D** The king orders all the spindles in the kingdom to be burnt.



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Grade 4 · Cluster 3 · Plot

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## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing B because the kiss really happens in the story, without checking which part of the plot it is in.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

- A The thirteenth fairy cries out a curse on the princess at the feast.**  
Pattern Mix-Up: Out of order. The curse is spoken at the feast, before the rising action begins.
- B The prince gives Briar Rose a kiss and she wakes up at once.**  
Another Place: Wrong part of the story. The kiss is the climax, not part of the rising action.
- C The prince and Briar Rose are married at the wedding feast.**  
Another Place: Wrong part of the story. The wedding is the resolution, at the very end of the story.
- D The king orders all the spindles in the kingdom to be burnt. Correct.**  
Correct. Burning the spindles is rising action, because the king tries to stop the curse after it is set.



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Grade 4 · Cluster 3 · Plot

TEKS 4.8(C) · Plot · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

The climax is the turning point where the story changes.

The climax sits between the rising action and the falling action.

A real event from another plot part is still wrong, so I check where it sits.

THIS WEEK'S FOCUS

## Plot

from “Briar Rose”

This week we learn about the **climax**, the turning point of the story where everything changes. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**. We read the fairy tale **Briar Rose**. STAAR asks: **Which event in the story is the climax?** Trap this week: **Wrong part of the story**, a choice that names a true event from the wrong part of the plot.

This deck teaches **spotting the climax the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 3 • Plot

TEKS 4.8(C) • Plot • Week 14 of 36 • Cluster 3 • Module 2 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the climax, the turning point where the whole story changes.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the climax of Briar Rose, and we will learn to spot events from the wrong part of the story.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 3 Module 2 . a class or student copy of “Briar Rose” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell what wakes Briar Rose at the turning point.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the curse at the feast.

Read the beginning of **Briar Rose**. Notice what the thirteenth fairy says to the king and queen. Circle the words of the curse.

**"The king's daughter shall, in her fifteenth year, be wounded by a spindle, and fall down dead."**

**I CAN** | I can notice how the beginning sets up the climax.



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Grade 4 · Cluster 3 · Plot · Monday

TEKS 4.8(C) · Plot · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Stories plant the trouble early. Listen for what the angry fairy says."**

▶ Read the line twice. Students circle fifteenth year on the NOTICE row.

**ANSWER KEY:** The king's daughter shall, in her fifteenth year, be wounded by a spindle, and fall down dead.

### CHECK FOR UNDERSTANDING

Ask a student who speaks the curse.

### COMMON MISCONCEPTION

Students may name the queen's wish for a child. The curse is what the climax must break.

### POSSIBLE STUDENT QUESTION

Does the curse kill her? No. The twelfth fairy softens it to a hundred years of sleep.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the curse that starts the conflict. Keep the demand at this level.

### RAISE THE THINKING

Ask what the twelfth fairy changes about the curse.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the climax of the story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the climax.

STAAR asks: **Which event in the story is the climax?** Pick the turning point where the story changes.

**"so he stooped down and gave her a kiss."**

**A** The princess touches the spindle and the palace falls asleep. • **B** The prince and Briar Rose marry and live happily. • **C** The prince kisses Briar Rose and she wakes up.

**I CAN** | I can choose the turning point and name the traps.



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Grade 4 • Cluster 3 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 14 of 36 • Cluster 3 • Module 2 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the climax of the story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is where the story turns. Listen for the moment everything changes."**

▶ Students choose privately, then place each choice on the plot line with a partner.

**ANSWER KEY:** C. The prince kisses Briar Rose and she wakes up.

## CHECK FOR UNDERSTANDING

Ask a student what happens the moment the prince kisses her.

## COMMON MISCONCEPTION

Students may pick A because the sleep is dramatic. Dramatic is not the same as the turning point.

## POSSIBLE STUDENT QUESTION

Why is the kiss the climax? Because after it, everything changes: she wakes and the court wakes.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the turning point of the story. Keep the demand at this level.

## RAISE THE THINKING

Ask what comes right after the kiss in the story.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the climax.

STAAR asks: Which sentence from the story best supports the idea that the kiss is the turning point of the story? Point to the line that proves it.

**"But the moment he kissed her she opened her eyes and awoke, and smiled upon him;"**

**I CAN** | I can point to the exact line where the turning point happens.



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Grade 4 · Cluster 3 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the moment of change. Hunt for the line where she wakes."**

▶ Take two or three answers. Students underline opened her eyes on the SHOW row.

**ANSWER KEY:** But the moment he kissed her she opened her eyes and awoke, and smiled upon him;

CHECK FOR UNDERSTANDING

Ask a student what wakes Briar Rose.

COMMON MISCONCEPTION

Students may pick a line about the hedge. The hedge is rising action; this line is the turning point.

POSSIBLE STUDENT QUESTION

Why does this line prove the climax? Because it shows her waking the exact moment he kisses her.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the climax happens. Keep the demand at this level.

RAISE THE THINKING

Ask what the prince does right before he kisses her.

TODAY'S THINKING JOB

OWN

"I can write plot events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Own the plot line.

Write three events in order: the sleep of the palace, the kiss, and the waking of the court.

**"and soon the king and queen also awoke, and all the court, and gazed on each other with great wonder."**

**I CAN** | I can place the climax between the rising action and the falling action.



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Grade 4 · Cluster 3 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·  
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write plot events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax sits in the middle. Events before it build; events after it settle."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the palace sleeps, next the kiss wakes her, last the court wakes and wonders.

CHECK FOR UNDERSTANDING

Ask a student where the kiss sits on the plot line.

COMMON MISCONCEPTION

Students may start with the wedding. The wedding comes after the falling action.

POSSIBLE STUDENT QUESTION

What comes after the climax? The falling action, where the court wakes and everything comes back to life.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about placing the climax between rising and falling action. Keep the demand at this level.

RAISE THE THINKING

Ask which event proves the kiss changed everything.

TODAY'S THINKING JOB

# DEFEND

"I can explain how events lead to the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the turning point.

How does the prince finding Briar Rose asleep lead to the climax of the story? Explain the connection.

**"and there she lay, fast asleep on a couch by the window."**

**I CAN** | I can defend why the kiss is the turning point.



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Grade 4 · Cluster 3 · Plot · Friday

TEKS 4.8(C) · Plot · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how events lead to the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax needs a setup. Her deep sleep makes the kiss the turning point."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** Her sleep sets up the turning point, so the kiss wakes her and the story changes.

### CHECK FOR UNDERSTANDING

Ask a student why her sleep matters to the climax.

### COMMON MISCONCEPTION

Students may say the end of the hundred years is the climax. The years end when he arrives; the kiss is the turning point.

### POSSIBLE STUDENT QUESTION

Why does her sleep matter? Because the kiss only wakes her because she is asleep.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the setup leads to the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the prince could not reach the tower.

**Follow the plot on your own.**

Go back to the story. Write what happens right after the prince kisses Briar Rose. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the prince kisses Briar Rose.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the kiss first. Then read the very next line.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The thirteenth fairy is angry about the feast, and she says the king's daughter shall be wounded by a spindle and fall down dead. That curse is the conflict the climax must break.

**CHOOSE C.** The prince kisses Briar Rose and she wakes up. A is Wrong part of the story: the sleep comes in the rising action. B is Wrong part of the story: the wedding is the resolution.

**SHOW** But the moment he kissed her she opened her eyes and awoke, and smiled upon him. This line proves the climax, because the kiss makes her wake up at that very moment.

**OWN** Answers vary. Example: First, the whole palace falls asleep. Next, the prince kisses Briar Rose and she wakes up. Last, and soon the king and queen also awoke, and all the court, and gazed on each other with great wonder.

**DEFEND** The prince finding her asleep leads to the climax, because there she lay, fast asleep on a couch by the window, so he gives her a kiss and she wakes. Calling the wedding the turning point is Wrong part of the story.

**YOUR TURN** Answers vary. Example: Briar Rose opens her eyes, smiles, and the whole court wakes up. Proof: But the moment he kissed her she opened her eyes and awoke, and smiled upon him;



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**“Now that very day the hundred years were ended; and as the prince came to the thicket he saw nothing but beautiful flowering shrubs ... Then he went on still farther, and all was so still that he could hear every breath he drew; till at last he came to the old tower, and opened the door of the little room in which Briar Rose was; ... She looked so beautiful that he could not take his eyes off her”**

**Which event in the story is the climax?**

- A** The prince kisses Briar Rose and she opens her eyes and wakes up.
- B** The king orders every spindle in the kingdom to be burned.
- C** The princess touches the spindle and the whole palace falls asleep.
- D** The prince and Briar Rose marry and live happily together.



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Grade 4 · Cluster 3 · Plot

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## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

*“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)*

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ *Read the excerpt and the question aloud.*

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

**ANSWER KEY:** The answer is A.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing B because the spindles really are burnt, without checking that the burning is not the turning point.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

- A The prince kisses Briar Rose and she opens her eyes and wakes up. Correct.**  
Correct. The kiss is the turning point, because the moment he kisses her she wakes up and the story changes.
- B The king orders every spindle in the kingdom to be burned.**  
Another Place: Wrong part of the story. Burning the spindles is rising action, before the climax.
- C The princess touches the spindle and the whole palace falls asleep.**  
Another Place: Wrong part of the story. The sleep comes in the rising action, after the curse but before the prince arrives.
- D The prince and Briar Rose marry and live happily together.**  
Another Place: Wrong part of the story. The wedding is the resolution, at the very end of the story.



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Grade 4 · Cluster 3 · Plot

TEKS 4.8(C) · Plot · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**Dialogue can move the plot, because what a character says can change what happens.**

**The rising action is the part of the plot where the trouble builds.**

**A small detail that does not drive the plot is still wrong, so I ask what the paragraph sets up.**

THIS WEEK'S FOCUS

## Plot

from “The White Snake”

This week we learn how **dialogue moves the plot**: what characters say can change what happens next. Our TEKS is **4.8(C)**, and this week's breakout is the **rising action**. We read the fairy tale **The White Snake**. STAAR asks: **Why are the events in paragraph 5 important to the plot of the story?** Trap this week: **Small detail, not a plot event**, a choice that points to a tiny detail instead of what drives the plot.

This deck teaches **hearing how dialogue moves the plot** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 3 • Plot

TEKS 4.8(C) • Plot • Week 15 of 36 • Cluster 3 • Module 3 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning how dialogue moves the plot, because what characters say can change what happens next.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about why a paragraph matters, and we will learn to spot small details that do not drive the plot.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 3 Module 3 . a class or student copy of “The White Snake” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name one thing the animals say to the servant in the story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the secret power.

Read the beginning of **The White Snake**. Notice what the servant does with the white snake. Circle the words that tell what he does.

**"he cut of a little bit and put it into his mouth."**

**I CAN** | I can notice how the beginning sets up the rising action.



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Grade 4 · Cluster 3 · Plot · Monday

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The first event sets everything up. Listen for what the servant does with the snake."**

▶ Read the line twice. Students circle put it into his mouth on the NOTICE row.

**ANSWER KEY:** he cut of a little bit and put it into his mouth.

### CHECK FOR UNDERSTANDING

Ask a student what power the snake gives the servant.

### COMMON MISCONCEPTION

Students may name the king's strange custom. The custom is the setup; tasting the snake gives the power.

### POSSIBLE STUDENT QUESTION

Does the servant know what the dish holds? No. He lifts the cover out of curiosity.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how the power starts the story. Keep the demand at this level.

### RAISE THE THINKING

Ask what the servant hears right after he tastes the snake.

TODAY'S THINKING JOB

# CHOOSE

"I can choose why a paragraph matters to the plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what the paragraph sets up.

STAAR asks: **Why are the events in paragraph 5 important to the plot of the story?** Pick the answer that tells what the paragraph sets up.

**"We will remember you and repay you for saving us!"**

**A** The paragraph shows that fishes are said to be dumb and cannot speak. • **B** The servant saves the fishes, and they promise to repay him later. • **C** The paragraph tells that the servant travels with a horse and money.

**I CAN** | I can choose what a paragraph sets up and name the traps.



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Grade 4 · Cluster 3 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose why a paragraph matters to the plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A paragraph can plant a promise. Listen for what the fishes say."**

▶ Students choose privately, then trace the promise back to paragraph 10 with a partner.

**ANSWER KEY:** B. The servant saves the fishes, and they promise to repay him later.

## CHECK FOR UNDERSTANDING

Ask a student what the fishes promise the servant.

## COMMON MISCONCEPTION

Students may pick A because the text really says fishes are dumb. That saying is a detail, not what drives the plot.

## POSSIBLE STUDENT QUESTION

How do I know the promise matters? Because paragraph 10 shows the same fishes repaying him.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why the paragraph matters to the plot. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name the paragraph where the fishes repay him.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves a plot link."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the payoff.

STAAR asks: Which sentence from the story best supports the idea that the fishes help the servant because he saved them? Point to the line that proves it.

**"and they were the very fishes whose lives he had saved."**

**I CAN** | I can point to the exact line where the promise comes back.



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Grade 4 · Cluster 3 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves a plot link."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A promise plants now, pays off later. Hunt for the line that links the two."**

▶ Take two or three answers. Students underline very fishes on the SHOW row.

**ANSWER KEY:** and they were the very fishes whose lives he had saved.

CHECK FOR UNDERSTANDING

Ask a student what the fishes bring to the shore.

COMMON MISCONCEPTION

Students may pick a line about the ducks. The ducks help him with the queen's ring; the fishes help him at the sea.

POSSIBLE STUDENT QUESTION

Why does this line prove the link? Because it says these are the very fishes he saved, so they repay him.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the promise comes true. Keep the demand at this level.

RAISE THE THINKING

Ask what the fishes lay at the youth's feet.

TODAY'S THINKING JOB

# OWN

"I can write rising action events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the repayments.

Write three times the animals repay the servant, in order: the fishes, the ants, and the ravens.

**"The ant-king had come in the night with thousands and thousands of ants, and the grateful creatures had by great industry picked up all the millet-seed and gathered them into the sacks."**

**I CAN** | I can retell how the animals repay the servant on my own.



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Grade 4 · Cluster 3 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write rising action events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Each repayment builds the rising action. List them in order."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the fishes bring the ring, next the ants gather the millet, last the ravens bring the apple.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may start with the ants. The ants come after the fishes.

### POSSIBLE STUDENT QUESTION

Why do the repayments matter? Each one lets the servant pass a task and moves the plot forward.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the repayments in order. Keep the demand at this level.

### RAISE THE THINKING

Ask which repayment happens first.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the promise.

How does the servant saving the fishes lead to his success in the first task? Explain the connection.

**"there lay the gold ring in the shell."**

**I CAN** | I can defend how the rising action pays off.



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Grade 4 · Cluster 3 · Plot · Friday

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"One event pays off later. The promise in paragraph 5 comes true at the sea."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The fishes remember the promise, so they bring up the gold ring and he passes the task.

### CHECK FOR UNDERSTANDING

Ask a student what the king orders the youth to fetch.

### COMMON MISCONCEPTION

Students may say the ring was easy to find. The ring is at the bottom of the sea; only the fishes can get it.

### POSSIBLE STUDENT QUESTION

Why does the ring matter? Because without it the king would throw him into the sea again.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the promise pays off. Keep the demand at this level.

### RAISE THE THINKING

Ask what would happen if the servant had not saved the fishes.



### Follow the plot on your own.

Go back to the story. Write what happens right after the servant saves the fishes. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the servant saves the fishes.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence from the story.

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find paragraph 5 first. Then look for what the fishes promise.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The servant is curious about the covered dish, so he opens it and he cut of a little bit and put it into his mouth. Tasting the snake gives him the power to understand animals, and that power drives the plot.

**CHOOSE B.** The servant saves the fishes, and they promise to repay him later. A is Small detail, not a plot event: the saying about dumb fishes is a detail. C is Small detail, not a plot event: the travel money is just a detail.

**SHOW** and they were the very fishes whose lives he had saved. This line proves the fishes help him because he saved them, since the text names them as the very fishes he rescued.

**OWN** Answers vary. Example: First, the fishes bring him the gold ring from the sea. Next, the ant-king had come in the night and gathered up all the millet-seed. Last, the ravens bring him the golden apple.

**DEFEND** Saving the fishes leads to his success, because they promised to repay him, so the fishes bring up the ring and there lay the gold ring in the shell. Calling it a small detail is the Small detail, not a plot event trap.

**YOUR TURN** Answers vary. Example: The fishes leap with delight and promise to remember him. Proof: We will remember you and repay you for saving us!

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Now, though it is said that fishes are dumb, he heard them lamenting that they must perish so miserably, and, as he had a kind heart, he got off his horse and put the three prisoners back into the water. ... We will remember you and repay you for saving us! ... and they were the very fishes whose lives he had saved.”**

**Why are the events in paragraph 5 important to the plot of the story?**

- A** The paragraph shows the fishes leaping with delight when they are back in the water.
- B** The servant saves the fishes, so they repay him by bringing the gold ring from the sea.
- C** The paragraph tells that the servant asked for a horse and some money for travel.
- D** The paragraph repeats the saying that fishes are dumb and cannot speak.



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Grade 4 · Cluster 3 · Plot

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because the fishes really do leap, without checking that the leap is a small detail.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

- A** **The paragraph shows the fishes leaping with delight when they are back in the water.**  
Topic Trap: Small detail, not a plot event. The fishes leaping is a small detail; it does not move the plot.
- B** **The servant saves the fishes, so they repay him by bringing the gold ring from the sea. **Correct.****  
Correct. The paragraph sets up the repayment, because the same fishes bring him the gold ring from the sea.
- C** **The paragraph tells that the servant asked for a horse and some money for travel.**  
Topic Trap: Small detail, not a plot event. Asking for travel money is a detail; the paragraph matters because of the fishes.
- D** **The paragraph repeats the saying that fishes are dumb and cannot speak.**  
Topic Trap: Small detail, not a plot event. The saying about dumb fishes is a detail, not what drives the plot.



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Grade 4 · Cluster 3 · Plot

TEKS 4.8(C) · Plot · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, and the resolution is how the conflict is settled at the end.**

**The resolution comes after the climax, when the story's problem is solved and things settle down.**

**STAAR traps can give a real event to the wrong character, so I check who really does what.**

## THIS WEEK'S FOCUS

## Plot

from “The White Snake\*”

This week we learn about the **resolution**, the part of the plot where the conflict is settled at the end. Our TEKS is **4.8(C)**, and this week's breakout is the **resolution**. We read the fairy tale **The White Snake**. STAAR asks: **How is the conflict resolved at the end of the story?** Trap this week: **Wrong character**, a choice that gives a real event to the wrong character.

This deck teaches **following the resolution the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 3 • Plot

TEKS 4.8(C) • Plot • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the resolution, the part of the plot where the conflict is settled at the end of the story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about how the conflict is resolved, and we will learn to spot answers that give a real event to the wrong character.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 3 Module 4 . a class or student copy of “The White Snake\*” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to retell the ending of The White Snake in two events.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the resolution of a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Notice how the story ends.

Read the last lines of **The White Snake**. Notice how the princess's proud heart changes. Circle the words that tell what the youth and the princess do at the end.

**"and they lived in undisturbed happiness to a great age."**

**I CAN** | I can notice how the ending settles the conflict.



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Grade 4 · Cluster 3 · Plot · Monday

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the resolution of a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot ends with a resolution. Listen for how the problem gets settled."**

▶ Read the line twice. Students circle lived in undisturbed happiness on the NOTICE row.

**ANSWER KEY:** The princess's heart fills with love, and they live in happiness.

CHECK FOR UNDERSTANDING

Ask a student what the princess and the youth do at the very end.

COMMON MISCONCEPTION

Students may name the tasks as the ending. The tasks are rising action; the resolution comes when the heart fills with love.

POSSIBLE STUDENT QUESTION

Is the resolution always at the very end? Yes. It is where the conflict is settled.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask what changes in the princess at the end of the story.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the conflict is resolved."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the resolution.

STAAR asks: **How is the conflict resolved at the end of the story?** Pick the choice that tells how the princess's proud heart is finally settled.

**"who had now no more excuses left to make."**

**A** The queen gives the youth the golden apple to win the princess. • **B** The servant proves he is innocent when the ring is found. • **C** The princess has no more excuses and eats the apple with him.

**I CAN** | I can choose the resolution and name the traps.



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Grade 4 · Cluster 3 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the conflict is resolved."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution answers the whole conflict. Look for what happens at the very end."**

▶ Students choose privately, then check each choice against the ending with a partner.

**ANSWER KEY:** C. The princess has no more excuses and eats the apple with him.

## CHECK FOR UNDERSTANDING

Ask a student which choice shows the princess's heart changing.

## COMMON MISCONCEPTION

Students may pick B because the ring really is found. That settles the early conflict, not the ending.

## POSSIBLE STUDENT QUESTION

How do I know A is wrong? The ravens bring the apple to the youth, so the queen did not give it.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the resolution. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name the trap in choice A.

TODAY'S THINKING JOB

# SHOW

"I can show the sentence that proves the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Show where the conflict settles.

STAAR asks: Which sentence from the story best supports the idea that the conflict is resolved at the end? Point to the line that proves it.

**"They cut the Apple of Life in two and ate it together;"**

**I CAN** | I can point to the exact line where the conflict settles.



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Grade 4 · Cluster 3 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

## TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Signal words like at the end and together help us find the resolution. Hunt for the apple line."**

▶ Take two or three answers. Students underline ate it together on the SHOW row.

**ANSWER KEY:** They cut the Apple of Life in two and ate it together;

## CHECK FOR UNDERSTANDING

Ask a student why this line proves the conflict is settled.

## COMMON MISCONCEPTION

Students may choose the millet line. The millet task is rising action; the apple line is the resolution.

## POSSIBLE STUDENT QUESTION

What is the Apple of Life? It is the apple the ravens bring, and eating it settles the princess's proud heart.

## RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the resolution. Keep the demand at this level.

## RAISE THE THINKING

Ask what the princess does right after they eat the apple.



TODAY'S THINKING JOB

# OWN

"I can write the resolution in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the resolution.

Write two sentences that tell how the story's conflict is resolved at the end. Use the story to help you.

**"and then her heart became full of love for him,"**

**I CAN** | I can retell how the conflict is settled at the end.



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Grade 4 · Cluster 3 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the resolution in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use your own words, but keep the resolution true to the story."**

▶ Students write two sentences on the OWN row.

**ANSWER KEY:** Example: The princess eats the apple, her heart fills with love, and they live happily.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences aloud.

### COMMON MISCONCEPTION

Students may describe the tasks instead. Stay with the ending, where the conflict is settled.

### POSSIBLE STUDENT QUESTION

What changed in the princess? Her proud heart became full of love for the youth.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution on my own. Keep the demand at this level.

### RAISE THE THINKING

Ask which sentence in their writing best shows the conflict is over.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the resolution.

How does the golden apple lead to the resolution of the story? Explain the connection.

**"took the Golden Apple to the king's beautiful daughter,"**

**I CAN** | I can defend how the ending settles the conflict.



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Grade 4 · Cluster 3 · Plot · Friday

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Events in a plot connect. One event leads to the next until the conflict settles."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The apple arrives, the princess has no more excuses, and her heart fills with love.

### CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding the apple line.

### COMMON MISCONCEPTION

Students may say the apple alone ends the story. The apple leads to the eating, and the eating changes the princess's heart.

### POSSIBLE STUDENT QUESTION

Why does the apple matter? Because it takes away the princess's last excuse, so the conflict can settle.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution happens. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the ravens had not brought the apple.

## Follow the resolution on your own.

Go back to the story. Write what happens right after the princess has no more excuses. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the princess has no more excuses.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the resolution event and prove it with a sentence from the story.

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the apple at the end first. Then read the very next sentence."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

#### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

#### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

#### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

#### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

#### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** At the end, the princess has no more excuses, so they cut the apple and eat it together, and then they lived in undisturbed happiness to a great age. That is the resolution.

**CHOOSE C.** The princess has no more excuses and eats the apple with him. A is Wrong character: the ravens bring the apple, not the queen. B is Wrong part of the story: the ring is found near the beginning.

**SHOW** They cut the Apple of Life in two and ate it together. This line proves the resolution, because the princess shares the apple with the youth and her heart fills with love.

**OWN** Answers vary. Example: The princess has no more excuses, so she eats the apple with the youth, and then her heart became full of love for him, and they live in happiness.

**DEFEND** The golden apple leads to the resolution, because the youth took the Golden Apple to the king's beautiful daughter, so she has no more excuses and her heart fills with love. Saying the queen brought it is a Wrong character trap.

**YOUR TURN** Answers vary. Example: They cut the apple in two and eat it together, and her heart fills with love. Proof: They cut the Apple of Life in two and ate it together;

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Grade 4 · Cluster 3 · Plot



TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“The youth, full of joy, set out homewards, and took the Golden Apple to the king's beautiful daughter, who had now no more excuses left to make.”**

**How is the conflict resolved at the end of the story?**

- A** The queen gives the youth the golden apple to win the princess.
- B** The ring is found inside the duck, and the servant is freed.
- C** The princess eats the apple with the youth, and her heart fills with love.
- D** The king names the youth the best servant in the court.



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Grade 4 · Cluster 3 · Plot

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because the apple really is brought, without checking who brings it.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

- A** **The queen gives the youth the golden apple to win the princess.**  
Another Place: Wrong character. The ravens bring the apple to the youth, not the queen.
- B** **The ring is found inside the duck, and the servant is freed.**  
Another Place: Wrong part of the story. The ring is found near the beginning; the ending settles the princess's proud heart.
- C** **The princess eats the apple with the youth, and her heart fills with love. Correct.**  
Correct. The princess has no more excuses, so she eats the apple with the youth and her heart fills with love.
- D** **The king names the youth the best servant in the court.**  
Stretched or Unsupported: Not in the text. The king offers a favor, but he never names the youth the best servant.



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Grade 4 · Cluster 3 · Plot

TEKS 4.8(C) · Plot · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

### CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

### COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

### POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

### RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

### RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action is the part of the plot where the trouble builds before the climax.**

**STAAR traps can put a real event at the wrong time, so I check when each thing happens.**

## THIS WEEK'S FOCUS

## Plot

from “The Goose-Girl”

This week we learn about the **rising action**, the part of the plot where the trouble builds before the climax.

Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the fairy tale **The Goose-Girl**. STAAR asks: **Which event happens right before the waiting-maid takes the princess's horse?** Trap this week: **Out of order**, an event that really happens, but not at the time the question asks about.

This deck teaches **following the rising action the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 4 • Plot

TEKS 4.8(C) • Plot • Week 17 of 36 • Cluster 4 • Module 1 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the part of the plot where the trouble builds before the climax.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about which event comes right before another, and we will learn to spot answers that are out of order.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 4 Module 1 . a class or student copy of “The Goose-Girl” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name one way the waiting-maid is unkind to the princess.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the rising action begin."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the trouble begin.

Read the start of **The Goose-Girl**. The rising action begins when the waiting-maid stops obeying. Circle the words the maid says to the princess.

**"I shall not be your waiting-maid any longer."**

**I CAN** | I can notice where the trouble starts to build.



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Grade 4 · Cluster 4 · Plot · Monday

TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the rising action begin."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action is where the trouble builds. Listen for the first rude words."**

▶ Read the line twice. Students circle not be your waiting-maid on the NOTICE row.

**ANSWER KEY:** The maid refuses to fetch water for the princess.

### CHECK FOR UNDERSTANDING

Ask a student what the maid refuses to do.

### COMMON MISCONCEPTION

Students may name the journey itself as the trouble. The journey is the setting; the maid's rudeness is the rising action.

### POSSIBLE STUDENT QUESTION

Why does the refusal matter? Because it is the first moment the maid takes power from the princess.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the rising action begin. Keep the demand at this level.

### RAISE THE THINKING

Ask what the princess does after the maid refuses.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the event that comes right before another."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what happens right before.

STAAR asks: Which event happens right before the waiting-maid takes the princess's horse? Pick the event that comes first in the story.

**"the lock of hair fell from her bosom, and floated away with the water."**

- A** The waiting-maid threatens to kill the princess on the road. • **B** The lock of hair falls from the princess's bosom into the water. • **C** The prince lifts the waiting-maid from her horse at the court.

**I CAN** | I can order rising action events and choose the one that comes first.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 17 of 36 • Cluster 4 • Module 1 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the event that comes right before another."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three events happen in the story. Only one comes right before the horse is taken."**

▶ Students choose privately, then put the three events in order with a partner.

**ANSWER KEY:** B. The lock of hair falls from the princess's bosom into the water.

### CHECK FOR UNDERSTANDING

Ask a student to read the line about the falling hair aloud.

### COMMON MISCONCEPTION

Students may pick A because the threat really happens. It happens later, so it is Out of order.

### POSSIBLE STUDENT QUESTION

How do I know the hair falls first? The story says the maid sees the hair fall and then demands the horse.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that comes right before. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what the maid does right after the hair falls.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the power shift."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the maid wins.

STAAR asks: **Which sentence from the story best supports the idea that the maid now has power over the princess?** Point to the line that proves it.

**"and she saw that the poor bride would be in her power, now that she had lost the hair."**

**I CAN** | I can point to the exact line where the rising action turns against the princess.



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Grade 4 · Cluster 4 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the power shift."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action builds trouble. Hunt for the line where the maid gains the power."**

▶ Take two or three answers. Students underline in her power on the SHOW row.

**ANSWER KEY:** and she saw that the poor bride would be in her power, now that she had lost the hair.

CHECK FOR UNDERSTANDING

Ask a student what the maid knows after the hair falls.

COMMON MISCONCEPTION

Students may choose a line about the brook. The brook line shows thirst; the power line shows the trouble building.

POSSIBLE STUDENT QUESTION

What is the charm? It is the lock of hair the fairy gave the princess, and losing it puts the princess in the maid's power.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the power shifts. Keep the demand at this level.

RAISE THE THINKING

Ask what the maid does with her new power.

TODAY'S THINKING JOB

# OWN

"I can write rising action events in order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the rising action.

Write three events from the rising action in order: the maid's rudeness, the lost hair, and the horse swap. Use first, next, and last.

**"so she was forced to give up her horse, and soon afterwards to take off her royal clothes and put on her maid's shabby ones."**

**I CAN** | I can retell the rising action using first, next, and last.



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Grade 4 · Cluster 4 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write rising action events in order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so a listener can follow the trouble building."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First the maid refuses, next the hair falls, last the princess loses her horse and clothes.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may start with the horse swap. The rudeness and the lost hair come before it.

### POSSIBLE STUDENT QUESTION

Why does the order matter? Because each event gives the maid more power over the princess.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the rising action in order. Keep the demand at this level.

### RAISE THE THINKING

Ask which event in their retelling is the biggest loss for the princess.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one rising action event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the order.

How does the princess losing her lock of hair lead to the maid taking her place? Explain the connection.

**"her maid saw it, and was very glad, for she knew the charm;"**

**I CAN** | I can defend how the lost hair lets the maid take over.



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Grade 4 • Cluster 4 • Plot • Friday

TEKS 4.8(C) • Plot • Week 17 of 36 • Cluster 4 • Module 1 • slide 6 of 10

### TEACHER SAYS & DOES • SLIDE 6 OF 10 •

#### Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one rising action event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Rising action events connect. One event gives the next one its power."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The maid sees the hair fall, knows the charm is lost, and so takes the horse and the clothes.

### CHECK FOR UNDERSTANDING

Ask a student to prove the order by finding both events in the story.

### COMMON MISCONCEPTION

Students may agree with the trap because the threat really happens. True events can still be in the wrong order.

### POSSIBLE STUDENT QUESTION

Why does the maid need the hair to fall first? Because while the charm is safe, the princess is protected.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the rising action connects. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the princess had kept her lock of hair.

**Follow the rising action on your own.**

Go back to the story. Write what happens right after the lock of hair falls into the water. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the lock of hair falls into the water.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event in the rising action and prove it with a sentence.

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Grade 4 · Cluster 4 · Plot



TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the falling hair first. Then read the very next sentence."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The princess asks the maid to fetch water, and the maid answers I shall not be your waiting-maid any longer, so the rising action begins with her rudeness.

**CHOOSE B.** The lock of hair falls from the princess's bosom into the water. A is Out of order: the threat comes later, near the end of the journey. C is Wrong part of the story: the prince greets the maid at the court, after the rising action.

**SHOW** and she saw that the poor bride would be in her power, now that she had lost the hair. This line proves the power shift, because the maid knows the lost charm leaves the princess helpless.

**OWN** Answers vary. Example: First, the maid refuses to fetch water. Next, the lock of hair falls into the water. Last, the princess is forced to give up her horse and royal clothes and put on the maid's shabby ones.

**DEFEND** The maid takes the princess's place because the princess loses her charm: her maid saw it, and was very glad, for she knew the charm, so she takes the horse and clothes. Saying the threat came first is an Out of order trap.

**YOUR TURN** Answers vary. Example: The maid sees the hair fall and knows the charm is lost, so she takes the princess's horse. Proof: I shall ride upon Falada, and you may have my horse instead

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Grade 4 · Cluster 4 · Plot



TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“Now she was so frightened that she did not see it; but her maid saw it, and was very glad, for she knew the charm;”**

**Which event happens right before the waiting-maid takes the princess's horse?**

**A** The waiting-maid threatens to kill the princess on the road.

**B** The lock of hair falls from the princess's bosom into the water.

**C** The princess tells the maid she may ride on Falada.

**D** The prince greets the waiting-maid at the royal court.



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Grade 4 · Cluster 4 · Plot

TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing A because the threat really happens, without checking when it happens.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

**The waiting-maid threatens to kill the princess on the road.**

- A** Pattern Mix-Up: Out of order. The threat comes later, near the end of the journey, not right before the horse is taken.

**The lock of hair falls from the princess's bosom into the water. **Correct.****

- B** Correct. The hair falls into the water first, and only then does the maid dare to take the horse.

**The princess tells the maid she may ride on Falada.**

- C** Stretched or Unsupported: Not in the text. The maid demands the horse herself; the princess never offers it.

**The prince greets the waiting-maid at the royal court.**

- D** Another Place: Wrong part of the story. The court greeting happens after the rising action, when the false bride arrives.



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Grade 4 · Cluster 4 · Plot

TEKS 4.8(C) · Plot · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, and the climax is the turning point where everything changes.**

**The climax comes after the rising action, when the trouble reaches its highest point.**

**STAAR traps can give a real action the wrong reason, so I check why a character really acts.**

## THIS WEEK'S FOCUS

## Plot

from “The Goose-Girl”

This week we learn about the **climax**, the turning point of the story where the trouble peaks and everything changes. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**. We read the fairy tale **The Goose-Girl**. STAAR asks: **Why is the event in paragraph 34 the climax of the story?** Trap this week: **Wrong motive**, a choice that gives a real action the wrong reason.

This deck teaches **explaining why the climax matters** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 4 • Plot

TEKS 4.8(C) • Plot • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the climax, the turning point of the story where everything changes.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about why an event is the climax, and we will learn to spot answers that give a real action the wrong reason.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 4 Module 2 . a class or student copy of “The Goose-Girl” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name the moment the truth comes out in The Goose-Girl.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the climax of a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the turning point.

Read paragraph 34 of **The Goose-Girl**. The climax is where the truth comes out. Circle the words that tell what the king does when he knows the truth.

**"Then he called his son and told him that he had only a false bride;"**

**I CAN** | I can notice the moment the story turns.



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Grade 4 · Cluster 4 · Plot · Monday

TEKS 4.8(C) · Plot · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the climax of a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the turning point. Listen for the moment the truth comes out."**

▶ Read the line twice. Students circle only a false bride on the NOTICE row.

**ANSWER KEY:** The king tells his son that the bride is only a false waiting-maid.

## CHECK FOR UNDERSTANDING

Ask a student what the king tells his son.

## COMMON MISCONCEPTION

Students may name the goose watching as the turning point. The watching is rising action; the climax is the truth coming out.

## POSSIBLE STUDENT QUESTION

Why is the truth the turning point? Because once the king knows, the false bride cannot keep her place.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the climax. Keep the demand at this level.

## RAISE THE THINKING

Ask what the king does right after he learns the truth.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the climax of a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the climax.

STAAR asks: **Why is the event in paragraph 34 the climax of the story?** Pick the choice that tells why this moment is the turning point.

**"for that she was merely a waiting-maid, while the true bride stood by."**

- A** The king watches the geese from a bush to see what happens. • **B** The goose-girl tells her story because she wants the maid punished. • **C** The king learns the whole truth and recognizes the true princess.

**I CAN** | I can choose the turning point and name the traps.



The Writing Academy®, LLC

Grade 4 · Cluster 4 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the climax of a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the moment everything changes. Look for the choice that names the truth coming out."**

▶ Students choose privately, then check each choice against paragraph 34 with a partner.

**ANSWER KEY:** C. The king learns the whole truth and recognizes the true princess.

## CHECK FOR UNDERSTANDING

Ask a student which choice names the turning point.

## COMMON MISCONCEPTION

Students may pick A because the king really does hide in the bush. That happens earlier, so it is not the climax.

## POSSIBLE STUDENT QUESTION

How do I know B is wrong? The goose-girl tells her story because the king begs her and she fears losing her life, not to punish the maid.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the climax. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name the trap in choice B.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the truth comes out.

STAAR asks: **Which sentence from the story best supports the idea that the king finally learns the whole truth? Point to the line that proves it.**

**"she had no peace till she had told him all the tale, from beginning to end, word for word."**

**I CAN** | I can point to the exact line where the truth comes out.



The Writing Academy®, LLC

Grade 4 • Cluster 4 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 18 of 36 • Cluster 4 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax needs proof. Hunt for the line where the whole tale gets told."**

▶ Take two or three answers. Students underline all the tale on the SHOW row.

**ANSWER KEY:** she had no peace till she had told him all the tale, from beginning to end, word for word.

CHECK FOR UNDERSTANDING

Ask a student what the king begs the goose-girl to do.

COMMON MISCONCEPTION

Students may choose a line about the wind. The wind line is rising action; the truth line is the climax.

POSSIBLE STUDENT QUESTION

Why does telling the tale matter? Because it is the moment the king finally knows who the true princess is.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the truth comes out. Keep the demand at this level.

RAISE THE THINKING

Ask what the king does as soon as he hears the whole story.

TODAY'S THINKING JOB

# OWN

"I can write about the climax in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the climax.

Write two sentences that tell what happens at the climax, when the truth comes out. Use the story to help you.

**"the king ordered royal clothes to be put upon her, and gazed on her with wonder, she was so beautiful."**

**I CAN** | I can retell the turning point on my own.



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Grade 4 · Cluster 4 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write about the climax in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use your own words, but keep the turning point true to the story."**

▶ Students write two sentences on the OWN row.

**ANSWER KEY:** Example: The king learns the truth, dresses the goose-girl in royal clothes, and tells his son the bride is false.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences aloud.

### COMMON MISCONCEPTION

Students may retell the whole journey. Stay with paragraph 34, where the truth comes out.

### POSSIBLE STUDENT QUESTION

What changes at the climax? The king knows the truth, and the true princess takes her rightful place.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the climax on my own. Keep the demand at this level.

### RAISE THE THINKING

Ask which sentence in their writing best shows the story turning.

TODAY'S THINKING JOB

# DEFEND

"I can explain how an event leads to the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the climax.

How does the goose-girl telling her whole story lead to the climax of the story? Explain the connection.

**"And it was very lucky for her that she did so,"**

**I CAN** | I can defend how the truth coming out turns the story.



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Grade 4 · Cluster 4 · Plot · Friday

TEKS 4.8(C) · Plot · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how an event leads to the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Events connect to the climax. One event makes the next one happen."**

▶ Students write the connection and the word so on the DEFEND row.

**ANSWER KEY:** The goose-girl tells all, the king knows the truth, and the true princess is recognized.

### CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding both lines in the story.

### COMMON MISCONCEPTION

Students may agree with the trap because telling the story really happens. The reason matters: she tells it to save herself, not to punish anyone.

### POSSIBLE STUDENT QUESTION

Why was telling the story lucky for her? Because it proved she was the true princess and saved her life.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax happens. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the goose-girl had kept the truth to herself.

**Follow the climax on your own.**

Go back to the story. Write what happens at the climax, when the truth comes out. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens at the climax, when the truth comes out.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the climax and prove it with a sentence from the story.

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Grade 4 · Cluster 4 · Plot



TEKS 4.8(C) · Plot · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find paragraph 34 first. Then look for what the king does when he knows the truth."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The goose-girl tells the king her whole story, and Then he called his son and told him that he had only a false bride, so the truth comes out and the story turns.

**CHOOSE C.** The king learns the whole truth and recognizes the true princess. A is Wrong part of the story: the bush watching happens in the rising action. B is Wrong motive: the goose-girl speaks because the king begs her, not to punish the maid.

**SHOW** she had no peace till she had told him all the tale, from beginning to end, word for word. This line proves the climax, because once the whole story is out, the king knows the truth and the story turns.

**OWN** Answers vary. Example: The goose-girl tells the king everything, and then the king ordered royal clothes to be put upon her, and gazed on her with wonder, so everyone can see she is the true princess.

**DEFEND** Telling her whole story leads to the climax, because the king learns she is the true princess, and it was very lucky for her that she did so, so he names the bride false. Saying she spoke to punish the maid is a Wrong motive trap.

**YOUR TURN** Answers vary. Example: The king tells his son that the bride is only a false waiting-maid, and the true princess stands by. Proof: Then he called his son and told him that he had only a false bride;

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## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**“she had no peace till she had told him all the tale, from beginning to end, word for word. ... Then he called his son and told him that he had only a false bride;”**

**Why is the event in paragraph 34 the climax of the story?**

- A** The king learns the whole truth, and the true princess is finally recognized.
- B** The goose-girl tells her story because she wants the waiting-maid punished.
- C** The king watches the geese from a bush to see what happens.
- D** The false bride gives the princess her royal clothes back.



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**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing B because the goose-girl really does tell her story, without checking the reason she tells it.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

- A** **The king learns the whole truth, and the true princess is finally recognized. Correct.**  
Correct. The king finally learns the whole truth, and the true princess is recognized, so the story turns.
- B** **The goose-girl tells her story because she wants the waiting-maid punished.**  
Stretched or Unsupported: Wrong motive. The goose-girl tells her story because the king begs her and she fears losing her life, not to punish the maid.
- C** **The king watches the geese from a bush to see what happens.**  
Another Place: Wrong part of the story. The king watches from the bush during the rising action, before the climax.
- D** **The false bride gives the princess her royal clothes back.**  
Stretched or Unsupported: Not in the text. The false bride never gives the clothes back; the truth comes out instead.



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## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The falling action is the part after the climax where the story begins to settle.**

**STAAR traps can switch the cause and the effect, so I check what really caused what.**

## THIS WEEK'S FOCUS

## Plot

from “King Grisly-Beard”

This week we learn about the **falling action**, the part of the plot after the climax where the story begins to settle. Our TEKS is **4.8(C)**, and this week's breakout is **the falling action**. We read the story **King Grisly-Beard**. STAAR asks: **How do things change during the falling action?** Trap this week: **Cause and effect switched**, a choice that says one event caused another when the story shows it the other way around.

This deck teaches **following the falling action the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 4 • Plot

TEKS 4.8(C) • Plot • Week 19 of 36 • Cluster 4 • Module 3 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the falling action, the part of the plot after the climax where the story begins to settle.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about how things change during the falling action, and we will learn to spot answers that switch the cause and the effect.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 4 Module 3 . a class or student copy of “King Grisly-Beard” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell one way the princess's life changes in the falling action.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the falling action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice how the story settles.

Read the last part of **King Grisly-Beard**. The falling action begins after the king reveals the truth. Circle the words that tell what the king says is over.

**"Now all is over: you have learnt wisdom, and it is time to hold our marriage feast."**

**I CAN** | I can notice the events after the climax.



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## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the falling action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action is the part after the big moment where the story begins to settle."**

▶ Read the line twice. Students circle all is over on the NOTICE row.

**ANSWER KEY:** Now all is over: you have learnt wisdom, and it is time to hold our marriage feast.

## CHECK FOR UNDERSTANDING

Ask a student what the king says is over.

## COMMON MISCONCEPTION

Students may point to the reveal itself as the falling action. The falling action comes after the reveal, when the story starts to settle.

## POSSIBLE STUDENT QUESTION

Why does the story settle here? Because the truth is out and the princess has learnt wisdom, so the trouble is over.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the falling action. Keep the demand at this level.

## RAISE THE THINKING

Ask what the princess has learnt by this point.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the change in the falling action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose what changes.

STAAR asks: **How do things change during the falling action?** Pick the change that really happens after the king's secret comes out.

**"Then the chamberlains came and brought her the most beautiful robes;"**

**A** The princess hides in the cottage with the fiddler. • **B** The princess is dressed in beautiful robes for the feast. • **C** The princess becomes even more proud and haughty.

**I CAN** | I can choose the falling action change and name the traps.



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## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the change in the falling action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action shows the change. Listen for what the princess receives when the truth is out."**

▶ Students choose privately, then check each choice against the ending with a partner.

**ANSWER KEY:** B. The princess is dressed in beautiful robes for the feast.

## CHECK FOR UNDERSTANDING

Ask a student what the princess receives in the falling action.

## COMMON MISCONCEPTION

Students may pick A because the cottage really appears. It belongs to the rising action, not the falling action.

## POSSIBLE STUDENT QUESTION

How do I know C is wrong? Because the story says the princess learnt wisdom, and wisdom is the opposite of being proud.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the falling action change. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name the trap in A.

TODAY'S THINKING JOB

# SHOW

"I can show the sentence that proves the change."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Show the change.

STAAR asks: **Which sentence from the story best supports the idea that** the falling action turns fear into joy? Point to the line that proves it.

**"Joy was in every face and every heart."**

**I CAN** | I can point to the exact line where the falling action shows joy.



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### TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the change."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action shows the change. Hunt for the line that proves the joy."**

▶ Take two or three answers. Students underline joy was in every face on the SHOW row.

**ANSWER KEY:** Joy was in every face and every heart.

### CHECK FOR UNDERSTANDING

Ask a student what feeling this line proves.

### COMMON MISCONCEPTION

Students may choose a line about the market stall. Look for the line about the ending, not the rising action.

### POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it names the joy that fills the story after the truth comes out.

### RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the change. Keep the demand at this level.

### RAISE THE THINKING

Ask what caused this joy in the falling action.

TODAY'S THINKING JOB

# OWN

"I can write about the falling action on my own."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the falling action.

Write two sentences that tell how things change for the princess during the falling action. Use the story to help you.

**"The feast was grand; they danced and sang; all were merry;"**

**I CAN** | I can retell the falling action change in my own words.



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### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write about the falling action on my own."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use your own words, but keep the change true to the story."**

▶ Students write two sentences on the OWN row.

**ANSWER KEY:** Example: The princess is welcomed home, and at the feast they danced and sang; all were merry.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences aloud.

### COMMON MISCONCEPTION

Students may retell the reveal instead of the change. The falling action shows what happens after the truth is out.

### POSSIBLE STUDENT QUESTION

What changed for the princess? She moved from fear and shame to robes, a welcome home, and a merry feast.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the falling action change. Keep the demand at this level.

### RAISE THE THINKING

Ask which sentence in their writing best proves the change.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the falling action connects to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does the king's secret in paragraph 11 lead to the joy in the falling action? Explain the connection.

**"I have done all this only to cure you of your silly pride,"**

**I CAN** | I can defend how the secret leads to the joy.



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### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the falling action connects to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action connects to the ending. One event leads to the next."**

▶ Students write the cause and the effect on the DEFEND row.

**ANSWER KEY:** The secret leads to the joy, because he did all this only to cure her of her silly pride.

### CHECK FOR UNDERSTANDING

Ask a student to name the event that caused the joy.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what causes what.

### POSSIBLE STUDENT QUESTION

What is Cause and effect switched? It flips which event caused the other.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action connects. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the king had never revealed his secret.



## Find the falling action on your own.

Go back to the story. Write the change that happens during the falling action. Copy the sentence that proves it.

**Go back to the story.**  
**Write the change that happens during the falling action.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the falling action change and prove it with a sentence.

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Grade 4 · Cluster 4 · Plot



TEKS 4.8(C) · Plot · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the moment the king tells the truth first. Then read what happens next."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The falling action begins when King Grisly-beard says all is over: the princess has learnt wisdom, and it is time to hold their marriage feast, so the story turns from fear to celebration.

**CHOOSE B.** The princess is dressed in beautiful robes for the feast. The chamberlains bring the robes. A is Wrong part of the story: the cottage is rising action. C is Opposite of the text: she learns wisdom.

**SHOW** Joy was in every face and every heart. This line proves the falling action turns fear into joy, because right after the king's secret comes out, the whole court welcomes the princess and joy fills the ending.

**OWN** Answers vary. Example: After the king's secret comes out, the princess is given beautiful robes and welcomed home, and at the feast they danced and sang; all were merry.

**DEFEND** The king's secret leads to the joy, because he did all this only to cure her of her silly pride, so her father welcomes her home and joy fills the ending. A choice that says the joy made him tell his secret is Cause and effect switched.

**YOUR TURN** Answers vary. Example: The princess is dressed in beautiful robes and welcomed home. Proof: Joy was in every face and every heart.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“she was so abashed, that she wished herself a thousand feet deep in the earth. ... Now all is over: you have learnt wisdom, and it is time to hold our marriage feast. ... The feast was grand; they danced and sang; all were merry;”**

**How do things change during the falling action?**

- A** The princess becomes prouder because the king reveals his secret.
- B** The princess is given beautiful robes and welcomed home in joy.
- C** The princess mocks the suitors at the very first feast.
- D** The princess hides in the kitchen because she fears the king.



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Grade 4 · Cluster 4 · Plot

TEKS 4.8(C) · Plot · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because the princess really does learn a lesson, without checking what the reveal caused.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

**The princess becomes prouder because the king reveals his secret.**

- A** Reversed Meaning: Cause and effect switched. The king's reveal cures her pride; it does not make her prouder.

**The princess is given beautiful robes and welcomed home in joy. **Correct.****

- B** Correct. In the falling action the princess is given beautiful robes and welcomed home, so shame turns to joy.

**The princess mocks the suitors at the very first feast.**

- C** Another Place: Wrong part of the story. The mocking happens at the first feast, in the beginning of the story.

**The princess hides in the kitchen because she fears the king.**

- D** Stretched or Unsupported: Not in the text. After the reveal the princess is welcomed; she never hides in fear.



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Grade 4 · Cluster 4 · Plot

TEKS 4.8(C) · Plot · Week 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The resolution is the ending where the problem settles and the story closes.**

**STAAR traps can pull a true event from another part of the story, so I check the ending.**

## THIS WEEK'S FOCUS

## Plot

from “King Grisly-Beard”

This week we learn about the **resolution**, the ending of the story where the problem settles. Our TEKS is **4.8(C)**, and this week's breakout is **the resolution**. We read the story **King Grisly-Beard**. STAAR asks: **Which sentence best shows the resolution of the story?** Trap this week: **Wrong part of the story**, a choice that takes a true event from another part of the plot.

This deck teaches **proving the resolution the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 4 • Plot

TEKS 4.8(C) • Plot • Week 20 of 36 • Cluster 4 • Module 4 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the resolution, the ending of the story where the problem settles.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about which sentence best shows the resolution, and we will learn to spot answers that come from the wrong part of the story.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 4 Module 4 . a class or student copy of “King Grisly-Beard” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell how King Grisly-Beard ends.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the ending.

Read the last lines of **King Grisly-Beard**. The resolution is where the story settles. Circle the words that tell who welcomes the princess home.

**"her father and his whole court were there already, and welcomed her home on her marriage."**

**I CAN** | I can notice the ending where the story settles.



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Grade 4 · Cluster 4 · Plot · Monday

TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution is the ending, where the problem settles and the story closes."**

▶ Read the line twice. Students circle welcomed her home on the NOTICE row.

**ANSWER KEY:** her father and his whole court were there already, and welcomed her home on her marriage.

### CHECK FOR UNDERSTANDING

Ask a student who welcomes the princess home.

### COMMON MISCONCEPTION

Students may name the dance at the palace as the resolution. The resolution comes at the very end, after the dance.

### POSSIBLE STUDENT QUESTION

How do I find the resolution? Look for the ending where the problem settles and the story closes.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask what the princess receives when she comes home.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the sentence that shows the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the resolution.

STAAR asks: **Which sentence best shows the resolution of the story?** Pick the sentence that tells how the story ends.

**"Now all is over: you have learnt wisdom, and it is time to hold our marriage feast."**

**A** The princess is welcomed home at a joyful feast. • **B** The princess keeps mocking the king at the end. • **C** The princess asks to live in the cottage forever.

**I CAN** | I can choose the ending that settles the story.



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Grade 4 • Cluster 4 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 20 of 36 • Cluster 4 • Module 4 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the sentence that shows the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution tells how the story ends. Check each choice against the last lines."**

▶ Students choose privately, then find the ending lines with a partner.

**ANSWER KEY:** A. The princess is welcomed home at a joyful feast.

### CHECK FOR UNDERSTANDING

Ask a student what the king says is time to hold.

### COMMON MISCONCEPTION

Students may pick C because the cottage really appears. It belongs to the rising action, and she never asks to go back.

### POSSIBLE STUDENT QUESTION

How do I know B is wrong? Because the princess learns wisdom at the end; she does not keep mocking.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask why the princess no longer mocks the king.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the resolution.

STAAR asks: **Which sentence from the story best supports the idea that** the story ends in celebration? Point to the line that proves it.

**"The feast was grand; they danced and sang; all were merry;"**

**I CAN** | I can point to the exact line where the story closes in joy.



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Grade 4 · Cluster 4 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution holds the final joy. Hunt for the line that closes the story."**

▶ Take two or three answers. Students underline danced and sang on the SHOW row.

**ANSWER KEY:** The feast was grand; they danced and sang; all were merry;

CHECK FOR UNDERSTANDING

Ask a student what everyone does at the feast.

COMMON MISCONCEPTION

Students may choose a line about the princess begging the king. Look for the line at the very end of the story.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it shows the celebration that closes the story.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the resolution. Keep the demand at this level.

RAISE THE THINKING

Ask how this line shows the problem is settled.



TODAY'S THINKING JOB

# OWN

"I can write the resolution on my own."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the resolution.

Write two sentences that tell how this story ends. Use the story to help you.

**"Then the chamberlains came and brought her the most beautiful robes;"**

**I CAN** | I can retell the ending of the story in my own words.



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Grade 4 · Cluster 4 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the resolution on my own."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Put the resolution in your own words, but keep the ending true to the story."**

▶ Students write two sentences on the OWN row.

**ANSWER KEY:** Example: The princess is given beautiful robes and welcomed home to a joyful feast.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences aloud.

### COMMON MISCONCEPTION

Students may retell the market scene. The resolution tells the ending, not the middle of the story.

### POSSIBLE STUDENT QUESTION

What counts as the resolution? The very end, where the problem settles and the story closes.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask which of their sentences best proves the happy ending.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the falling action leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the resolution.

How does the princess's wisdom in paragraph 11 lead to the joy at the end of the story? Explain the connection.

**"Joy was in every face and every heart."**

**I CAN** | I can defend how the wisdom leads to the joy.



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Grade 4 · Cluster 4 · Plot · Friday

TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the falling action leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution connects to what came before. One event leads to the next."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** The wisdom leads to the joy, so joy was in every face and every heart at the end.

### CHECK FOR UNDERSTANDING

Ask a student what event leads to the joy.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what leads to what.

### POSSIBLE STUDENT QUESTION

Why does the wisdom matter? Because without it the princess could not be welcomed home in joy.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution connects. Keep the demand at this level.

### RAISE THE THINKING

Ask what the story would lose if the resolution were missing.

**Prove the resolution on your own.**

Go back to the story. Write the resolution of the story. Copy the sentence that proves it.

**Go back to the story.**  
**Write the resolution.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the resolution and prove it with a sentence.

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Grade 4 · Cluster 4 · Plot



TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Read the last lines of the story first. Then decide which one settles the problem."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The resolution settles the story when her father and his whole court were there already, and welcomed her home on her marriage, so the princess is back where she belongs.

**CHOOSE A.** The princess is welcomed home at a joyful feast. Now all is over, so the king holds the feast. B is Opposite of the text: she stops mocking. C is Not in the text: she never asks to stay in the cottage.

**SHOW** The feast was grand; they danced and sang; all were merry. This line proves the resolution because the story closes with a joyful celebration after the princess learns wisdom.

**OWN** Answers vary. Example: The chamberlains came and brought the princess the most beautiful robes, her father welcomes her home, and everyone celebrates the marriage feast.

**DEFEND** The princess's wisdom leads to the joy, because once she has learnt wisdom the king calls for the marriage feast, so joy was in every face and every heart at the end. A choice that pulls in the market scene is Wrong part of the story.

**YOUR TURN** Answers vary. Example: The princess is welcomed home, and the story ends with a joyful feast. Proof: Joy was in every face and every heart.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

## PLOT

READ THIS PASSAGE EXCERPT.

**"I have done all this only to cure you of your silly pride, and to show you the folly of your ill-treatment of me. ... Now all is over: you have learnt wisdom, and it is time to hold our marriage feast. ... The feast was grand; they danced and sang; all were merry;"**

**Which sentence best shows the resolution of the story?**

- A** The princess mocks the suitors at the very first feast.
- B** The princess sells pots in the market until a soldier breaks them.
- C** The princess is welcomed home, and joy fills the ending.
- D** The princess hides in the cottage because she fears the feast.



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TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Here is a test-style question, worded the way the STAAR test words it."**

▶ Read the excerpt and the question aloud.

**"Read all four choices. Cross out each trap and say its name before you choose."**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

#### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

#### COMMON MISCONCEPTION

Choosing A because the mocking really happens, without checking that it belongs to the beginning, not the resolution.

#### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

#### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

#### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

- A The princess mocks the suitors at the very first feast.**  
Another Place: Wrong part of the story. The mocking belongs to the beginning, not to the resolution.
- B The princess sells pots in the market until a soldier breaks them.**  
Another Place: Wrong part of the story. The market stall belongs to the rising action, not the resolution.
- C The princess is welcomed home, and joy fills the ending. Correct.**  
Correct. The resolution welcomes the princess home, and the story ends with joy in every face and every heart.
- D The princess hides in the cottage because she fears the feast.**  
Stretched or Unsupported: Not in the text. After the reveal the princess is welcomed; she never hides in fear of the feast.



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Grade 4 · Cluster 4 · Plot

TEKS 4.8(C) · Plot · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action is the part where events build up to the turning point.**

**STAAR traps can put a true event in the wrong order, so I check each event in the story.**

## THIS WEEK'S FOCUS

## Plot

from “Looking Back to Move Forward”

This week we learn about the **rising action**, the events that build up to the turning point of a story. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the story **Looking Back to Move Forward**. STAAR asks: **Which list shows the plot events in the order they happen?** Trap this week: **Out of order**, a choice that puts a real event at the wrong time in the plot.

This deck teaches **ordering the plot the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 5 • Plot

TEKS 4.8(C) • Plot • Week 21 of 36 • Cluster 5 • Module 1 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build up to the turning point of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the order of plot events, and we will learn to spot lists that are out of order.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 5 Module 1 . a class or student copy of "Looking Back to Move Forward" . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to retell the story in three events.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

**Notice the first event.**

Read the beginning of **Looking Back to Move Forward**. Notice the very first thing Ava sees in the painting. Circle the words that tell what the people are doing.

**"A few were pointing as if they were explaining ideas."**

**I CAN** | I can notice where the rising action begins.



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Grade 4 • Cluster 5 • Plot • Monday

TEKS 4.8(C) • Plot • Week 21 of 36 • Cluster 5 • Module 1 • slide 2 of 10

TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts somewhere. Listen for the very first thing that happens."**

▶ Read the line twice. Students circle pointing as if they were explaining on the NOTICE row.

**ANSWER KEY:** A few were pointing as if they were explaining ideas.

CHECK FOR UNDERSTANDING

Ask a student what the people in the painting are doing.

COMMON MISCONCEPTION

Students may name a later event, like the lesson about government. The first event is what Ava sees in the painting.

POSSIBLE STUDENT QUESTION

Is the first event always big? No. It just needs to be where the story begins.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava wonders after she notices the people.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the list that is in the right order."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the right order.

STAAR asks: **Which list shows the plot events in the order they happen?** Pick the list that puts the events in the right order.

**"They are thinkers from ancient Greece and Rome," her teacher said."**

**A** Ava learns about the Renaissance before she sees the painting. • **B** Ava sees the painting, asks who the people are, and learns. • **C** Ava paints her own picture and shows it to the class.

**I CAN** | I can choose the correct order of plot events and name the traps.



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Grade 4 • Cluster 5 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 21 of 36 • Cluster 5 • Module 1 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the list that is in the right order."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three choices look possible. Only one list matches the order in the story."**

▶ Students choose privately, then check each list against the story with a partner.

**ANSWER KEY:** B. Ava sees the painting, asks who the people are, and learns.

### CHECK FOR UNDERSTANDING

Ask a student which event comes first in the story.

### COMMON MISCONCEPTION

Students may pick A because learning really happens. It happens after Ava sees the painting.

### POSSIBLE STUDENT QUESTION

How do I check the order? Find each event in the story and see which one comes first.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the correct order. Keep the demand at this level.

### RAISE THE THINKING

Ask what Ava does right after she sees the painting.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the rising action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the rising action.

STAAR asks: **Which sentence from the story best supports the idea that** the rising action builds toward change? Point to the line that proves it.

**"Some people began to think in new ways about government and fairness."**

**I CAN** | I can point to the exact line where the rising action builds.



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Grade 4 · Cluster 5 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the rising action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action builds change. Hunt for the line that shows ideas growing."**

▶ Take two or three answers. Students underline *think in new ways* on the *SHOW* row.

**ANSWER KEY:** Some people began to think in new ways about government and fairness.

CHECK FOR UNDERSTANDING

Ask a student what was changing about the way people thought.

COMMON MISCONCEPTION

Students may choose a line about the painting itself. Look for the line about ideas changing.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it names the change that builds up in the rising action.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the build. Keep the demand at this level.

RAISE THE THINKING

Ask what the artists' work helped people see.

TODAY'S THINKING JOB

# OWN

"I can write the plot events in order on my own."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the order.

Write the events of this story in order, from the painting to the final idea. Use the story to help you.

**"Artists like Raphael wanted their work to look real."**

**I CAN** | I can retell the rising action and the ending in order.



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Grade 4 · Cluster 5 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the plot events in order on my own."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use first, next, and last so a listener can follow the plot."**

▶ Students write three events in order on the OWN row.

**ANSWER KEY:** Example: First Ava sees the painting, next she learns about the new ideas, last she sees the hopeful time.

### CHECK FOR UNDERSTANDING

Ask a student to read their three events while the class checks the order.

### COMMON MISCONCEPTION

Students may write events out of order. Stay close to the order in the story.

### POSSIBLE STUDENT QUESTION

Do I have to use the exact words? No. Keep the events in the same order as the story.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the plot events in order. Keep the demand at this level.

### RAISE THE THINKING

Ask which event is the turning point of the story.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the rising action leads to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the order.

How does the event in paragraph 6 lead to Ava's final idea about the painting? Explain the connection.

**"It showed a hopeful time when ideas were changing."**

**I CAN** | I can defend how one event leads to the next in the plot.



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Grade 4 · Cluster 5 · Plot · Friday

TEKS 4.8(C) · Plot · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the rising action leads to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action connects to the ending. One event leads to the next."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** The new ideas lead to Ava's final idea, so the painting shows a hopeful time when ideas were changing.

### CHECK FOR UNDERSTANDING

Ask a student what the new ideas led Ava to understand.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what leads to what.

### POSSIBLE STUDENT QUESTION

Why does paragraph 6 matter? It shows the ideas that build to Ava's final thought.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the plot connects. Keep the demand at this level.

### RAISE THE THINKING

Ask what the story would lose if the rising action were missing.

**Follow the order on your own.**

Go back to the story. Write the event that happens right after Ava asks who the people are. Copy the sentence that proves it.

**Go back to the story.**  
**Write the event that happens right after Ava asks who the people are.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the next event and prove it with a sentence.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·**

**Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the question Ava asks first. Then read the very next lines."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

## Answers, across the five thinking levels.

**NOTICE** The plot begins with the painting. A few were pointing as if they were explaining ideas, and that makes Ava ask who the people are.

**CHOOSE** B. Ava sees the painting, asks who the people are, and learns. A is Out of order: Ava sees the painting first. C is Not in the text: Ava never paints a picture.

**SHOW** Some people began to think in new ways about government and fairness. This line proves the rising action because it shows ideas changing and building toward the turning point.

**OWN** Answers vary. Example: First, Ava sees the painting and asks who the people are. Next, she learns that artists like Raphael wanted their work to look real. Last, Ava sees that the painting shows a hopeful time.

**DEFEND** The new ideas in paragraph 6 lead to Ava's final idea, because people began to believe citizens should have a voice, so the painting showed a hopeful time when ideas were changing. A list that puts the painting last is Out of order.

**YOUR TURN** Answers vary. Example: Her teacher says they are thinkers from ancient Greece and Rome. Proof: "They are thinkers from ancient Greece and Rome," her teacher said.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

## TEACHER SAYS &amp; DOES · SLIDE 8 OF 10 ·

~4 min

## Review the Answers

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE &amp; ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Ava leaned forward as her teacher showed a painting on the board. ... ‘Who are they?’ Ava asked. ... ‘They are thinkers from ancient Greece and Rome,’ her teacher said.”**

**Which list shows the plot events in the order they happen?**

**A** Ava sees the painting, asks who the people are, and learns about the Renaissance.

**B** Ava learns about the Renaissance, sees the painting, and asks who the people are.

**C** Ava asks who the people are, sees the painting, and learns about the Renaissance.

**D** Ava writes a report about the Renaissance and reads it to the class.



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Grade 4 • Cluster 5 • Plot

TEKS 4.8(C) • Plot • Week 21 of 36 • Cluster 5 • Module 1 • slide 9 of 10

**TEACHER SAYS & DOES • SLIDE 9 OF 10 •**

**Show What You Know**

~4 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing B because every event really happens, without checking the order they happen in.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

**A** **Ava sees the painting, asks who the people are, and learns about the Renaissance. Correct.**  
Correct. Ava sees the painting first, then asks who the people are, then learns about the Renaissance.

**B** **Ava learns about the Renaissance, sees the painting, and asks who the people are.**  
Pattern Mix-Up: Out of order. Ava sees the painting before she learns about the Renaissance.

**C** **Ava asks who the people are, sees the painting, and learns about the Renaissance.**  
Pattern Mix-Up: Out of order. Ava sees the painting before she asks who the people are.

**D** **Ava writes a report about the Renaissance and reads it to the class.**  
Stretched or Unsupported: Not in the text. The story never says Ava writes or reads a report.



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## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ *Have students write one sentence explaining why the correct answer fits.*

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the events of a story, in the order they happen.**

**The rising action builds up to the turning point, and a character's choice can move it forward.**

**STAAR traps can give a real action the wrong reason, so I check why a character acts.**

## THIS WEEK'S FOCUS

## Plot

from “Looking Back to Move Forward”

This week we learn about the **rising action**, the events that build up to the turning point of a story. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the story **Looking Back to Move Forward**. STAAR asks: **How does the main character's choice move the rising action forward?** Trap this week: **Wrong motive**, a real action with the wrong reason behind it.

This deck teaches **following a choice through the rising action** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 5 • Plot

TEKS 4.8(C) • Plot • Week 22 of 36 • Cluster 5 • Module 2 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the events that build up to the turning point of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about how a character's choice moves the rising action forward, and we will learn to spot answers that give a real action the wrong reason.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 5 Module 2 . a class or student copy of “Looking Back to Move Forward” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to tell one choice Ava makes while she studies the painting.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the rising action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the rising action.

Read the beginning of **Looking Back to Move Forward**. Notice what Ava sees in the painting first. Circle the words that tell what the painting looks like.

**"At first, it looked like a group of people in a large building."**

**I CAN** | I can notice where the rising action begins.



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Grade 4 • Cluster 5 • Plot • Monday

TEKS 4.8(C) • Plot • Week 22 of 36 • Cluster 5 • Module 2 • slide 2 of 10

## TEACHER SAYS & DOES • SLIDE 2 OF 10 •

### Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the rising action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action starts with what Ava sees. Listen for the very first detail she notices."**

▶ Read the line twice. Students circle a group of people on the NOTICE row.

**ANSWER KEY:** At first, it looked like a group of people in a large building.

## CHECK FOR UNDERSTANDING

Ask a student what the painting looks like at first.

## COMMON MISCONCEPTION

Students may name a later event, like the lesson about government. The rising action starts with what Ava sees in the painting.

## POSSIBLE STUDENT QUESTION

Does the rising action have to start with a big event? No. It starts with the first thing Ava notices.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the rising action. Keep the demand at this level.

## RAISE THE THINKING

Ask what Ava does after she notices the people.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how a choice moves the rising action forward."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose how the choice moves the rising action.

STAAR asks: **How does the main character's choice move the rising action forward?** Pick the choice that shows what Ava's choice leads to.

**"She had never thought about art using math before."**

**A** Ava keeps asking questions, so each new idea builds on the last. • **B** Ava asks questions because she wants attention. • **C** Ava stops looking at the painting after one question.

**I CAN** | I can choose the effect of Ava's choice and name the traps.



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Grade 4 • Cluster 5 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 22 of 36 • Cluster 5 • Module 2 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how a choice moves the rising action forward."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A choice in the rising action moves it forward. Check what Ava's choice leads to."**

▶ Students choose privately, then check each answer against the story with a partner.

**ANSWER KEY:** A. Ava keeps asking questions, so each new idea builds on the last.

### CHECK FOR UNDERSTANDING

Ask a student what Ava's choice leads to.

### COMMON MISCONCEPTION

Students may pick B because Ava really does ask questions. Asking is real, but the reason in B is not in the story.

### POSSIBLE STUDENT QUESTION

How do I know B gives the wrong reason? The story never says Ava wants attention.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how a choice moves the rising action forward. Keep the demand at this level.

### RAISE THE THINKING

Ask what new idea Ava learns because she keeps looking.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the rising action moves forward."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the rising action moves forward.

STAAR asks: Which sentence from the story best supports the idea that Ava's choice to look closely moves the rising action forward? Point to the line that proves it.

**"Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew."**

**I CAN** | I can point to the exact line where Ava's choice moves the rising action forward.



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Grade 4 · Cluster 5 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the rising action moves forward."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action moves forward one detail at a time. Hunt for the line that shows Ava noticing more."**

▶ Take two or three answers. Students underline seemed deep in thought on the SHOW row.

**ANSWER KEY:** Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew.

CHECK FOR UNDERSTANDING

Ask a student what Ava notices about the figures.

COMMON MISCONCEPTION

Students may choose a line about the arches. Look for the line where Ava's close look uncovers something new.

POSSIBLE STUDENT QUESTION

Why is this line the strongest proof? Because it shows Ava's close look adding a new detail to the lesson.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the rising action move forward. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava is learning as she notices the figures.

TODAY'S THINKING JOB

# OWN

"I can write the turning point of the story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the turning point.

Write the turning point, the moment Ava's thinking changes because she keeps looking.

**"Ava realized that old ideas could become useful again."**

**I CAN** | I can write the change that comes from Ava's choice.



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Grade 4 · Cluster 5 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the turning point of the story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A choice leads to a change. Write the moment Ava's thinking turns."**

▶ Students write the change on the OWN row.

**ANSWER KEY:** Example: Ava keeps looking, so she realizes old ideas can become useful again.

### CHECK FOR UNDERSTANDING

Ask a student to read the change they wrote.

### COMMON MISCONCEPTION

Students may write a detail from the beginning. The turning point is where Ava's understanding turns.

### POSSIBLE STUDENT QUESTION

Do I have to use the exact words? No. Tell the change in your own words.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing how a choice leads to the turning point. Keep the demand at this level.

### RAISE THE THINKING

Ask what Ava understands at the end that she did not know at first.

TODAY'S THINKING JOB

# DEFEND

"I can explain how a choice leads to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does Ava's choice to keep asking questions lead to her final idea about the past? Explain the connection.

**"Sometimes, looking back can help people move forward."**

**I CAN** | I can defend the connection between Ava's choice and her final idea.



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Grade 4 · Cluster 5 · Plot · Friday

TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how a choice leads to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action connects to the ending. One choice leads to the final idea."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** Ava's choice to keep asking leads to her final idea, so looking back can help people move forward.

### CHECK FOR UNDERSTANDING

Ask a student what Ava's choice led her to understand.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what leads to what.

### POSSIBLE STUDENT QUESTION

Why does the choice matter? Because without it, Ava would not reach her final idea.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a choice leads to the ending. Keep the demand at this level.

### RAISE THE THINKING

Ask what the story would lose if Ava stopped asking questions.

## Follow the rising action on your own.

Go back to the story. Write the choice Ava makes that moves the rising action forward. Copy the sentence that proves it.

**Go back to the story.**  
**Write the choice Ava makes that moves the rising action forward.**  
**Copy the sentence that proves it.**

**I CAN** | I can find a character's choice and prove it with a sentence.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

#### “Now it is your turn to use the question on your own.”

▶ Read the Your Turn task. Students work independently on the tracking sheet.

#### “Find the question Ava asks first. Then read what she does next.”

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

#### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

#### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

#### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

#### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

#### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The rising action begins when Ava studies the painting: at first, it looked like a group of people in a large building, and then she starts to notice more and more.

**CHOOSE A.** Ava keeps asking questions, so each new idea builds on the last. She had never thought about art using math before. B is Wrong motive: she does not ask for attention. C is Not in the text: she never stops looking.

**SHOW** Ava noticed that some figures seemed deep in thought, while others seemed excited to share what they knew. This proves her choice to look closely moves the rising action forward, because the more she notices, the more she learns.

**OWN** Answers vary. Example: Ava keeps asking questions and looking closely, so she realized that old ideas could become useful again and her thinking turns.

**DEFEND** Ava's choice leads to her final idea, because each question and close look adds a new idea, so she learns that sometimes looking back can help people move forward. A choice that says Ava asked to impress someone is Wrong motive.

**YOUR TURN** Answers vary. Example: Ava keeps asking questions and looking closely at the painting. Proof: Ava realized that old ideas could become useful again.

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TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.



## PLOT

READ THIS PASSAGE EXCERPT.

**“Why would people look back at the past? ... She had never thought about art using math before. ... They believed people should not feel powerless.”**

**How does the main character's choice move the rising action forward?**

- A** Ava asks questions because she wants to impress her teacher.
- B** Ava decides to stop studying the painting and read a book instead.
- C** Ava's questions make the new ideas seem less important.
- D** Ava keeps asking questions and looking closely, so she learns how new ideas were changing old ways.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

### COMMON MISCONCEPTION

Choosing A because Ava really does ask questions, without checking why she asks them.

### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**Ava asks questions because she wants to impress her teacher.**

- A** Stretched or Unsupported: Wrong motive. Ava really does ask questions, but the story never says she wants to impress her teacher.

**Ava decides to stop studying the painting and read a book instead.**

- B** Stretched or Unsupported: Not in the text. Ava never stops studying the painting or reads a book instead.

**Ava's questions make the new ideas seem less important.**

- C** Reversed Meaning: Opposite of the text. Ava's questions help her see the new ideas as important, not less important.

**Ava keeps asking questions and looking closely, so she learns how new ideas were changing old ways. Correct.**

- D** Correct. Ava's choice to keep asking and looking closely moves the rising action forward, because each question uncovers another way the new ideas changed old ways.



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Grade 4 · Cluster 5 · Plot

TEKS 4.8(C) · Plot · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The climax is the turning point of the story, where the problem peaks.

A paragraph matters to the plot when it moves the story forward, like the climax.

STAAR traps can offer a setting detail, so I check what a paragraph does for the plot.

## THIS WEEK'S FOCUS

## Plot

from “Looking Back to Move Forward”

This week we learn why a paragraph matters to the plot. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**, the turning point of the story. We read the story **Looking Back to Move Forward**. STAAR asks: **Why is paragraph 23 important to the plot?** Trap this week: **Setting detail, not the plot**, a detail that describes the setting but does not move the story.

This deck teaches **explaining why a paragraph matters** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Plot

TEKS 4.8(C) • Plot • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning why a paragraph matters to the plot, and we are focusing on the climax, the turning point of the story.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about why a paragraph is important to the plot, and we will learn to spot setting details that are not the plot.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 5 Module 3 . a class or student copy of “Looking Back to Move Forward” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to name the turning point of the story and tell what changes there.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the sentence where the story turns."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

**Notice the change.**

Read paragraph 23 of **Looking Back to Move Forward**. Notice the sentence where Ava's idea about the past begins to change. Circle the words that show the change.

**"Looking back did not mean people wanted everything to stay the same."**

**I CAN** | I can notice the paragraph where Ava's thinking changes.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Plot · Monday

TEKS 4.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 2 of 10

TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the sentence where the story turns."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is a turning point. Listen for the sentence where Ava's idea changes."**

▶ Read the paragraph twice. Students circle did not mean people wanted everything to stay the same on the NOTICE row.

**ANSWER KEY:** Looking back did not mean people wanted everything to stay the same.

CHECK FOR UNDERSTANDING

Ask a student what Ava's idea changes from and to.

COMMON MISCONCEPTION

Students may name a sentence from the beginning of the story. The turning point comes later, in paragraph 23.

POSSIBLE STUDENT QUESTION

Is the climax always the most exciting part? Not always. It is the turning point, where the problem peaks.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava understands after her idea changes.

TODAY'S THINKING JOB

# CHOOSE

"I can choose why a paragraph matters to the plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose why it matters.

STAAR asks: **Why is paragraph 23 important to the plot?** Pick the reason that tells what this paragraph does for the story.

**"Ava realized that old ideas could become useful again."**

**A** It describes the painting's wide arches and deep hallway. • **B** It is where Ava first asks who the people are. • **C** It is the climax where Ava realizes old ideas can become useful.

**I CAN** | I can choose the paragraph that holds the climax and name the traps.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 23 of 36 • Cluster 5 • Module 3 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose why a paragraph matters to the plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A paragraph matters when it moves the plot. Check what paragraph 23 really does."**

▶ Students choose privately, then reread paragraph 23 to check their answer.

**ANSWER KEY:** C. It is the climax where Ava realizes old ideas can become useful.

## CHECK FOR UNDERSTANDING

Ask a student what paragraph 23 does for the story.

## COMMON MISCONCEPTION

Students may pick A because the arches are real details. Real does not mean it drives the plot.

## POSSIBLE STUDENT QUESTION

How do I know B is the wrong part? Ava asks who the people are near the start, not in the climax.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why a paragraph matters. Keep the demand at this level.

## RAISE THE THINKING

Ask what paragraph 23 makes Ava decide to do.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the proof.

STAAR asks: Which sentence from the story best supports the idea that paragraph 23 is the turning point? Point to the line that proves it.

**"Sometimes people studied the past so they could make better choices in the future."**

**I CAN** | I can point to the exact line where the plot turns.



The Writing Academy®, LLC

Grade 4 • Cluster 5 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 23 of 36 • Cluster 5 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the turning point."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The proof names what changes. Hunt for the line that shows the past helping the future."**

▶ Take two or three answers. Students underline better choices in the future on the SHOW row.

**ANSWER KEY:** Sometimes people studied the past so they could make better choices in the future.

CHECK FOR UNDERSTANDING

Ask a student how this line shows the story turning.

COMMON MISCONCEPTION

Students may choose a sentence about the arches. That describes the setting, not the change.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it says what Ava now understands about the past.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what better choices this line is talking about.

TODAY'S THINKING JOB

OWN

"I can write why a paragraph is the climax."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Own the climax.

Write one sentence that tells why paragraph 23 is the climax of the story.

"The more Ava looked, the more she understood."

I CAN | I can explain the turning point in my own words.



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Grade 4 · Cluster 5 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can write why a paragraph is the climax."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The climax is the turning point. Write what Ava understands there."

▶ Students write their sentence on the OWN row.

**ANSWER KEY:** Example: Paragraph 23 is the turning point because Ava finally sees old ideas as useful.

CHECK FOR UNDERSTANDING

Ask a student to read their sentence while the class checks the reason.

COMMON MISCONCEPTION

Students may retell the whole story. The question asks only why paragraph 23 matters.

POSSIBLE STUDENT QUESTION

Can the climax be quiet? Yes. It is a turning point, even if no one shouts.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing why a paragraph is the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what the story would lose if paragraph 23 were missing.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the climax leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the paragraph.

How does the turning point in paragraph 23 lead to Ava's final idea at the end of the story? Explain the connection.

**"At the end of class, Ava looked back at the painting."**

**I CAN** | I can defend the connection between paragraph 23 and the ending.



The Writing Academy®, LLC

Grade 4 · Cluster 5 · Plot · Friday

TEKS 4.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the climax leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax connects to the ending. One paragraph leads to the next."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** Paragraph 23 turns Ava's thinking, so at the end she looks back at the painting with a new idea.

### CHECK FOR UNDERSTANDING

Ask a student what paragraph 23 leads Ava to understand.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what leads to what.

### POSSIBLE STUDENT QUESTION

Why does the ending belong in this answer? Because the climax leads straight to it.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the ending. Keep the demand at this level.

### RAISE THE THINKING

Ask how the ending would differ without paragraph 23.



**Explain the paragraph on your own.**

Go back to the story. Write why paragraph 23 is important to the plot. Copy the sentence that proves it.

**Go back to the story.**  
**Write why paragraph 23 is important to the plot.**  
**Copy the sentence that proves it.**

**I CAN** | I can explain why a paragraph matters and prove it with a sentence.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find paragraph 23 first. Then read the sentence that shows the turning point.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Paragraph 23 is where Ava's thinking turns.

Looking back did not mean people wanted everything to stay the same, so her idea about the past begins to change.

**CHOOSE C.** It is the climax where Ava realizes old ideas can become useful. A is Setting detail, not the plot: arches and hallway only describe the painting. B is Wrong part of the story: Ava asks who the people are at the start.

**SHOW** Sometimes people studied the past so they could make better choices in the future. This line proves the turning point because it shows the past leading to better choices, not to staying the same.

**OWN** Answers vary. Example: Paragraph 23 is the climax because Ava's thinking turns, and the more Ava looked, the more she understood.

**DEFEND** At the end of class, Ava looked back at the painting, and that ending connects to the turning point because paragraph 23 starts her new idea. A student who says the paragraph matters for its setting uses a Setting detail, not the plot trap.

**YOUR TURN** Answers vary. Example: Paragraph 23 is the climax because Ava realizes old ideas can become useful again. Proof: Ava realized that old ideas could become useful again.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“Mrs. Lopez explained that the Renaissance did not happen in just one day. ... People began to read about ancient thinkers from Greece and Rome. ... At the end of class, Ava looked back at the painting.”**

## Why is paragraph 23 important to the plot?

- A** Paragraph 23 matters because it describes the painting's large arches and deep hallway.
- B** Paragraph 23 matters because Ava first asks who the people are.
- C** Paragraph 23 is the climax, where Ava realizes old ideas can become useful again.
- D** Paragraph 23 matters because Ava decides to paint her own version of the painting.



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Grade 4 · Cluster 5 · Plot

TEKS 4.8(C) · Plot · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

### COMMON MISCONCEPTION

Choosing A because the arches and hallway really are in the story, without checking that they do not drive the plot.

### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

**Paragraph 23 matters because it describes the painting's large arches and deep hallway.**

- A** Topic Trap: Setting detail, not the plot. The arches and hallway only describe the painting; they do not move the story.

**Paragraph 23 matters because Ava first asks who the people are.**

- B** Another Place: Wrong part of the story. Ava asks who the people are near the beginning, not in paragraph 23.

**Paragraph 23 is the climax, where Ava realizes old ideas can become useful again. Correct.**

- C** Correct. Paragraph 23 is the turning point, because Ava realizes old ideas can become useful again and that change leads to the ending.

**Paragraph 23 matters because Ava decides to paint her own version of the painting.**

- D** Stretched or Unsupported: Not in the text. The story never says Ava paints her own version of the painting.



## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The resolution is the part of the plot where the problem is settled.

At the resolution, the main character is often different from the way she began.

STAAR traps can offer something the text never says, so I check every answer.

## THIS WEEK'S FOCUS

## Plot

from “Looking Back to Move Forward”

This week we learn what the **resolution** changes in a story. Our TEKS is **4.8(C)**, and this week's breakout is **the resolution**, the part where the problem is settled. We read the story **Looking Back to Move Forward**. STAAR asks: **How is the main character different at the resolution?** Trap this week: **Not in the text**, a choice that never happens in the story.

This deck teaches **seeing what the resolution changes** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 5 • Plot

TEKS 4.8(C) • Plot • Week 24 of 36 • Cluster 5 • Module 4 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the resolution, the part of the plot where the problem is settled.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

**“Each day we will practice a real STAAR question about how the main character is different at the resolution, and we will learn to spot answers that never happen in the text.”**

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 5 Module 4 . a class or student copy of "Looking Back to Move Forward" . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to retell how Ava changes from the first view to the last.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice how the main character begins."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice how Ava begins.

Read the beginning of **Looking Back to Move Forward**. Notice what Ava sees in the painting at first. Circle the words that tell what it looks like to her.

**"At first, it looked like a group of people in a large building."**

**I CAN** | I can notice Ava's first view of the painting.



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Grade 4 · Cluster 5 · Plot · Monday

TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice how the main character begins."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution changes the character. First, notice where Ava starts."**

▶ Read the line twice. Students circle a group of people in a large building on the NOTICE row.

**ANSWER KEY:** At first, it looked like a group of people in a large building.

## CHECK FOR UNDERSTANDING

Ask a student what Ava sees in the painting at first.

## COMMON MISCONCEPTION

Students may name what Ava understands at the end. The first view comes before the resolution changes it.

## POSSIBLE STUDENT QUESTION

Why does the first view matter? Because the resolution changes Ava from that first view.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the main character's first view. Keep the demand at this level.

## RAISE THE THINKING

Ask what Ava might see in the painting by the end.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the main character is different."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the change.

STAAR asks: **How is the main character different at the resolution?** Pick the choice that tells how Ava changed by the end.

**"Now she saw readers, thinkers, teachers, and learners."**

**A** Ava now sees the painting as a hopeful time when ideas were changing. • **B** Ava still thinks the painting shows only a group of people. • **C** Ava decides to become an artist like Raphael.

**I CAN** | I can choose the change the resolution brings and name the traps.



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Grade 4 · Cluster 5 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the main character is different."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution shows the change. Check what Ava sees by the very end."**

▶ Students choose privately, then check each answer against the ending with a partner.

**ANSWER KEY:** A. Ava now sees the painting as a hopeful time when ideas were changing.

## CHECK FOR UNDERSTANDING

Ask a student what Ava's new view of the painting is.

## COMMON MISCONCEPTION

Students may pick B because that was Ava's first view. The resolution changes that view.

## POSSIBLE STUDENT QUESTION

How do I know C is wrong? The story never says Ava decides to become an artist.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the resolution changes the character. Keep the demand at this level.

## RAISE THE THINKING

Ask what the resolution changed about Ava's thinking.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the change."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the new view.

STAAR asks: **Which sentence from the story best supports the idea that** Ava is different at the resolution? Point to the line that proves it.

**"It showed a hopeful time when ideas were changing."**

**I CAN** | I can point to the exact line where Ava's new view appears.



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Grade 4 • Cluster 5 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 24 of 36 • Cluster 5 • Module 4 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the change."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The proof is the line where the new view appears. Hunt for it."**

▶ Take two or three answers. Students underline *hopeful time* on the *SHOW* row.

**ANSWER KEY:** It showed a hopeful time when ideas were changing.

CHECK FOR UNDERSTANDING

Ask a student what this line proves about Ava.

COMMON MISCONCEPTION

Students may choose a line from the beginning. The proof must come from the resolution.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it names the new way Ava sees the painting.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the resolution's change. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava thinks is changing.



TODAY'S THINKING JOB

OWN

"I can write the resolution in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Own the ending.

Write the resolution of the story in your own words. Tell how Ava is different.

**"It helped her understand that the past can teach people important lessons."**

**I CAN** | I can write what the resolution changes about Ava.



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Grade 4 · Cluster 5 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·  
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the resolution in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution settles the problem. Write how Ava is different now."**

▶ Students write the resolution on the OWN row.

**ANSWER KEY:** Example: Ava understands the past can teach lessons, so her view of the painting has changed.

CHECK FOR UNDERSTANDING

Ask a student to read their resolution while the class checks the change.

COMMON MISCONCEPTION

Students may retell the rising action. The resolution is what the problem becomes at the end.

POSSIBLE STUDENT QUESTION

Do I have to copy the story? No. Write the resolution in your own words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing what the resolution changes. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava would tell a friend about the painting now.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the resolution connects to the beginning."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does Ava's view at the end of class connect to the questions she asked at the beginning? Explain the connection.

**"Sometimes, looking back can help people move forward."**

**I CAN** | I can defend the connection between Ava's first view and her final idea.



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Grade 4 · Cluster 5 · Plot · Friday

TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the resolution connects to the beginning."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution connects to the beginning. One view leads to the other."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** Ava's first view connects to her final idea, so she learns that looking back can help people move forward.

### CHECK FOR UNDERSTANDING

Ask a student how the beginning and the ending connect.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what connects to what.

### POSSIBLE STUDENT QUESTION

Why does the beginning belong in this answer? Because the resolution changes Ava from that first view.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the resolution connects to the beginning. Keep the demand at this level.

### RAISE THE THINKING

Ask what the story would lose if Ava never changed her view.

### Follow the change on your own.

Go back to the story. Write how Ava is different at the resolution. Copy the sentence that proves it.

**Go back to the story.**  
**Write how Ava is different at the resolution.**  
**Copy the sentence that proves it.**

**I CAN** | I can explain how the resolution changes Ava and prove it with a sentence.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the ending of the story first. Then read the sentence that shows Ava's new view."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

## Answers, across the five thinking levels.

**NOTICE** **Ava's first view is simple.** At first, it looked like a group of people in a large building, and that first view is what the resolution changes.

**CHOOSE** **A.** Ava now sees the painting as a hopeful time when ideas were changing. Now she saw readers, thinkers, teachers, and learners. B is Wrong part of the story: that was her first view. C is Not in the text: Ava never becomes an artist.

**SHOW** **It showed a hopeful time when ideas were changing.** This line proves Ava is different because she now sees the painting as a hopeful time, not just a group of people.

**OWN** **Answers vary.** Example: At the end, Ava understands that the past can teach people important lessons, so she no longer sees the painting as just a group of people.

**DEFEND** **Ava's view at the end connects to her beginning questions because she starts by seeing only a group of people, but now sees that looking back can help people move forward.** A student saying Ava becomes an artist uses a Not in the text trap.

**YOUR TURN** **Answers vary.** Example: Ava now sees the painting as a hopeful time when ideas were changing. Proof: It showed a hopeful time when ideas were changing.

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Grade 4 · Cluster 5 · Plot



TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

## TEACHER SAYS &amp; DOES · SLIDE 8 OF 10 ·

~4 min

## Review the Answers

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ *Reveal the answer slide one row at a time.*

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ *Celebrate students who named a trap, not only the right answer.*

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE &amp; ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“At the beginning of class, she had only seen a group of people in a large building. ... Now she saw readers, thinkers, teachers, and learners. ... Sometimes, looking back can help people move forward.”**

**How is the main character different at the resolution?**

- A** At the resolution, Ava thinks the painting shows only a group of people in a large building.
- B** At the resolution, Ava decides to become an artist like Raphael.
- C** At the resolution, Ava wishes the class had never looked at the painting.
- D** At the resolution, Ava sees the painting as a hopeful time when ideas were changing.



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Grade 4 · Cluster 5 · Plot

TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because Ava really did see only a group of people at first, without checking that the resolution changes her view.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**At the resolution, Ava thinks the painting shows only a group of people in a large building.**

- A** Another Place: Wrong part of the story. Seeing only a group of people is how Ava began, before the resolution changed her view.

**At the resolution, Ava decides to become an artist like Raphael.**

- B** Stretched or Unsupported: Not in the text. The story never says Ava decides to become an artist.

**At the resolution, Ava wishes the class had never looked at the painting.**

- C** Reversed Meaning: Opposite of the text. Ava values what the painting taught her; she does not wish the lesson away.

**At the resolution, Ava sees the painting as a hopeful time when ideas were changing. Correct.**

- D** Correct. At the resolution Ava sees the painting as a hopeful time when ideas were changing, so she is different from the Ava who saw only a group of people.



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Grade 4 · Cluster 5 · Plot

TEKS 4.8(C) · Plot · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The climax is the turning point of the story, the event that changes everything after it.

The turning point comes after the rising action and leads into the falling action.

STAAR can offer a real event from another part of the plot, so I check which part each choice comes from.

## THIS WEEK'S FOCUS

## Plot

from “A Day That Changed”

This week we learn what the **climax** is: the turning point of the story. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**, the event that turns the plot. We read the story **A Day That Changed**. STAAR asks: **Which event is the turning point of the story?** Trap this week: **Wrong part of the story**, a real event from another part of the plot, not the climax.

This deck teaches **spotting the climax, the turning point** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Plot

TEKS 4.8(C) • Plot • Week 25 of 36 • Cluster 6 • Module 1 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week we are learning about the climax, the turning point of the story.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

**“Each day we will practice a real STAAR question about the turning point, and we will learn to spot events that come from the wrong part of the story.”**

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 6 Module 1 . a class or student copy of “A Day That Changed” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to name the turning point of a favorite movie.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the calm way the story begins."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the calm beginning.

Read the first lines of **A Day That Changed**. Notice the weather when the story begins. Circle the words that tell what the morning is like.

**"The sun was already warming the air, and the morning felt calm and peaceful."**

**I CAN** | I can notice the beginning that the turning point changes.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Monday

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the calm way the story begins."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every turning point changes something. First, notice where the story starts."**

▶ Read the line twice. Students circle calm and peaceful on the NOTICE row.

**ANSWER KEY:** The sun was already warming the air, and the morning felt calm and peaceful.

### CHECK FOR UNDERSTANDING

Ask a student what the weather is like when the story begins.

### COMMON MISCONCEPTION

Students may jump ahead to the rain. The notice step asks how the day starts.

### POSSIBLE STUDENT QUESTION

Why does the calm morning matter? Because the turning point changes that calm.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the calm beginning of the story. Keep the demand at this level.

### RAISE THE THINKING

Ask what could change such a calm morning.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the event that is the turning point."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the turning point.

STAAR asks: **Which event is the turning point of the story?** Pick the event that turns the plot from calm to change.

**"Soon, light rain began to fall, and teachers quickly moved everyone inside."**

**A** Jayden wakes up early, excited for field day. • **B** Light rain begins to fall and teachers move everyone inside. • **C** Ms. Rios explains weather and climate.

**I CAN** | I can choose the climax and name the traps.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

### TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the event that is the turning point."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The turning point changes everything after it. Hunt for the event where the day turns."**

▶ Students choose privately, then find each event in the story with a partner.

**ANSWER KEY:** B. Light rain begins to fall and teachers move everyone inside.

### CHECK FOR UNDERSTANDING

Ask a student to find the rain event in the story.

### COMMON MISCONCEPTION

Students may pick A because waking up is the first event. First is not the same as the turning point.

### POSSIBLE STUDENT QUESTION

How do I know C is not the turn? The weather talk comes after the rain ends the games.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that is the turning point. Keep the demand at this level.

### RAISE THE THINKING

Ask what the day would be like if the rain never came.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the plot turns.

STAAR asks: Which sentence from the story best supports the idea that the rain is the turning point of the day?

**"Some students were disappointed, but Ms. Rios saw it as a chance to explain."**

**I CAN** | I can point to the exact line where the day turns.



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Grade 4 · Cluster 6 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the turning point."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The proof is the line that shows the change. Hunt for it."**

▶ Take two or three answers. Students underline a chance to explain on the SHOW row.

**ANSWER KEY:** Some students were disappointed, but Ms. Rios saw it as a chance to explain.

CHECK FOR UNDERSTANDING

Ask a student why this line proves the day turned.

COMMON MISCONCEPTION

Students may choose a line about the sunny morning. The proof must show the turn.

POSSIBLE STUDENT QUESTION

What changed when the rain began? The games stopped and the lesson started.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the turning point. Keep the demand at this level.

RAISE THE THINKING

Ask what Ms. Rios does because the rain came.

TODAY'S THINKING JOB

OWN

"I can write the turning point in my own words."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Own the turning point.

Write the turning point of the story in your own words. Tell what it changes.

**"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."**

**I CAN** | I can write the climax and what it changes.



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Grade 4 · Cluster 6 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the turning point in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The turning point changes the plot. Write the turn and the change."**

▶ Students write the turning point on the OWN row.

**ANSWER KEY:** Example: The rain ends the games, and Jayden learns that weather changes but climate stays the same.

CHECK FOR UNDERSTANDING

Ask a student to read their retelling while the class listens for the turn.

COMMON MISCONCEPTION

Students may retell the whole day. Stay with the turning point and what it changed.

POSSIBLE STUDENT QUESTION

Do I have to use the word climax? No, but tell what turned and what changed.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing the turning point independently. Keep the demand at this level.

RAISE THE THINKING

Ask what Jayden understands by the end.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the turning point leads to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the turn.

How does the rain in paragraph 4 lead to Jayden's new understanding at the end of the story? Explain the connection.

**"Jayden thought about how different the morning had been."**

**I CAN** | I can defend the connection between the rain and Jayden's new idea.



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Grade 4 · Cluster 6 · Plot · Friday

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the turning point leads to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The turning point connects to the ending. One event leads to the next."**

▶ Students write the connection and the word so or because on the DEFEND row.

**ANSWER KEY:** The rain leads to the lesson, so Jayden understands that weather changes but climate stays the same.

### CHECK FOR UNDERSTANDING

Ask a student to trace the turn from the rain to Jayden's new idea.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what the rain leads to.

### POSSIBLE STUDENT QUESTION

Why does the rain matter so much? Because it stops the games and starts the lesson.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the turning point leads to the ending. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the rain never fell.

**Follow the turn on your own.**

Go back to the story. Write what happens right after the rain begins. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the rain begins.**  
**Copy the sentence that proves it.**

**I CAN** | I can find what the turning point changes and prove it with a sentence.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the rain in the story first. Then read the very next sentences.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The story begins calm and sunny. The sun was already warming the air, and the morning felt calm and peaceful. That calm morning is what the turning point will change.

**CHOOSE B.** Light rain begins to fall and teachers move everyone inside. A is Wrong part of the story: waking up early is the beginning, not the turn. C is Wrong part of the story: the weather talk comes after the turning point.

**SHOW** Some students were disappointed, but Ms. Rios saw it as a chance to explain. This line proves the rain is the turning point because the games stop and Ms. Rios starts teaching.

**OWN** Answers vary. Example: The rain turns the day, and Jayden learns that the weather changed during the day while the climate where he lives stayed consistent over time.

**DEFEND** The rain leads to the lesson: Ms. Rios explains weather and climate, so Jayden thought about how different the morning had been, and he learns that weather changes but climate stays the same. The trap is Wrong part of the story.

**YOUR TURN** Answers vary. Example: The teachers move everyone inside and Ms. Rios begins to explain. Proof: Some students were disappointed, but Ms. Rios saw it as a chance to explain.

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Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“But just before lunch, the conditions began to change. ... The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. ... The temperature dropped, and the air felt cooler against his skin.”**

**Which event is the turning point of the story?**

**A** Light rain begins to fall, and teachers quickly move everyone inside.

**B** Jayden wakes up early, excited for field day.

**C** The sun returns after school and the clouds clear.

**D** Students run races and play games during mid-morning.



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Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing B because Jayden really does wake up early, without checking that the turning point comes later.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

- A** **Light rain begins to fall, and teachers quickly move everyone inside. Correct.**  
Correct. The rain beginning is the turning point: after it, the games stop and Ms. Rios starts explaining weather.
- B** **Jayden wakes up early, excited for field day.**  
Another Place: Wrong part of the story. Waking up excited is the beginning of the story, before the turning point.
- C** **The sun returns after school and the clouds clear.**  
Another Place: Wrong part of the story. The clouds clearing is the resolution, not the turning point.
- D** **Students run races and play games during mid-morning.**  
Another Place: Wrong part of the story. The races are rising action, before the rain turns the day.



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Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The conflict is the problem the main character faces.

The rising action is the events that make the conflict grow.

STAAR can give a real action to the wrong character, so I check who really does each thing.

## THIS WEEK'S FOCUS

## Plot

from “A Day That Changed”

This week we learn how the **conflict** grows during the **rising action**. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**, the events that make the problem bigger. We read the story **A Day That Changed**. STAAR asks: **How does the conflict grow during the rising action?** Trap this week: **Wrong character**, a real event done by a different person than the choice says.

This deck teaches **watching the conflict grow** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 6 • Plot

TEKS 4.8(C) • Plot • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week we are learning about the conflict and the rising action, the events that make the problem grow.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

**“Each day we will practice a real STAAR question about how the conflict grows, and we will learn to spot answers that give the action to the wrong character.”**

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 6 Module 2 . a class or student copy of “A Day That Changed” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to tell how a problem grows in a favorite story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice Jayden's wrong guess."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the wrong guess.

Read the beginning of **A Day That Changed**. Notice the mistake Jayden makes about the weather. Circle the words that show his wrong guess.

**"Jayden misjudged the weather and assumed the day would continue like this."**

**I CAN** | I can notice the mistake that starts the conflict.



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Grade 4 • Cluster 6 • Plot • Monday

TEKS 4.8(C) • Plot • Week 26 of 36 • Cluster 6 • Module 2 • slide 2 of 10

## TEACHER SAYS & DOES • SLIDE 2 OF 10 •

### Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice Jayden's wrong guess."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A conflict often starts with a mistake. First, notice Jayden's wrong guess."**

▶ Read the line twice. Students circle misjudged the weather on the NOTICE row.

**ANSWER KEY:** Jayden misjudged the weather and assumed the day would continue like this.

## CHECK FOR UNDERSTANDING

Ask a student what Jayden guessed about the day.

## COMMON MISCONCEPTION

Students may say the rain is the problem. The conflict starts with Jayden's wrong guess.

## POSSIBLE STUDENT QUESTION

Why is a wrong guess a problem? Because Jayden expects the day to stay sunny, and it does not.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the mistake that starts the conflict. Keep the demand at this level.

## RAISE THE THINKING

Ask what might happen because of Jayden's wrong guess.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the conflict grows."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the growing conflict.

STAAR asks: **How does the conflict grow during the rising action?** Pick the choice that shows the problem getting bigger.

**"But just before lunch, the conditions began to change."**

**A** Ms. Rios raises her hand and asks a question about weather. • **B** The weather stays sunny all day and the games never stop. • **C** The weather changes, rain falls, and Jayden grows confused.

**I CAN** | I can choose the rising action and name the traps.



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 26 of 36 • Cluster 6 • Module 2 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the conflict grows."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action makes the problem bigger. Check what really happens to the weather."**

▶ Students choose privately, then check each choice against the story with a partner.

**ANSWER KEY:** C. The weather changes, rain falls, and Jayden grows confused.

### CHECK FOR UNDERSTANDING

Ask a student to find the weather change in the story.

### COMMON MISCONCEPTION

Students may pick A because Ms. Rios really teaches. Check who raises the hand and who asks.

### POSSIBLE STUDENT QUESTION

How do I know B is wrong? The text says the weather turns cloudy and rainy.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the conflict grows. Keep the demand at this level.

### RAISE THE THINKING

Ask what Jayden's confusion shows about the conflict.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the problem is growing."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the conflict growing.

STAAR asks: Which sentence from the story best supports the idea that Jayden's problem is growing during the rising action?

**"The temperature dropped, and the air felt cooler against his skin."**

**I CAN** | I can point to the exact line where the conflict gets bigger.



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Grade 4 • Cluster 6 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 26 of 36 • Cluster 6 • Module 2 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the problem is growing."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The proof is the line where the problem gets bigger. Hunt for it."**

▶ Take two or three answers. Students underline *felt cooler against his skin* on the SHOW row.

**ANSWER KEY:** The temperature dropped, and the air felt cooler against his skin.

CHECK FOR UNDERSTANDING

Ask a student why this line proves the problem is growing.

COMMON MISCONCEPTION

Students may choose a line from the ending. The proof must come from the rising action.

POSSIBLE STUDENT QUESTION

What does the rain change? The sunny plan ends and the lesson begins.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the conflict growing. Keep the demand at this level.

RAISE THE THINKING

Ask how the rain makes the conflict bigger.

TODAY'S THINKING JOB

OWN

"I can write the rising action in my own words."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Own the rising action.

Write the rising action of the story in your own words. Tell how Jayden's problem gets bigger.

**"Jayden began to understand that both ideas were connected, but they were not the same."**

**I CAN** | I can write the events that make the problem bigger.



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Grade 4 · Cluster 6 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the rising action in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action builds the problem. Write the events that make it bigger."**

▶ Students write the rising action on the OWN row.

**ANSWER KEY:** Example: The weather changes, the rain comes, and Jayden slowly learns that weather and climate are connected but not the same.

CHECK FOR UNDERSTANDING

Ask a student to read their rising action while the class checks the growth.

COMMON MISCONCEPTION

Students may write only the ending. The rising action is the events before the problem is solved.

POSSIBLE STUDENT QUESTION

Do I need to use the words rising action? No, but tell how the problem gets bigger.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing the rising action independently. Keep the demand at this level.

RAISE THE THINKING

Ask which event makes the problem the biggest.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the conflict connects to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does Jayden's wrong guess at the start connect to the careful watching he does at the end? Explain the link.

**"He would remember to observe carefully before making guesses about the sky each day."**

**I CAN** | I can defend the connection between the wrong guess and the new habit.



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Grade 4 · Cluster 6 · Plot · Friday

TEKS 4.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the conflict connects to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The conflict connects to the ending. One event leads to the next."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** Jayden's wrong guess leads to careful watching, so he stops guessing about the sky and observes instead.

### CHECK FOR UNDERSTANDING

Ask a student to trace the conflict from the wrong guess to the new habit.

### COMMON MISCONCEPTION

Students may name the trap without the connection. Start with what leads to what.

### POSSIBLE STUDENT QUESTION

Why does the wrong guess matter at the end? Because it starts the learning that changes Jayden.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the conflict leads to the ending. Keep the demand at this level.

### RAISE THE THINKING

Ask what would happen if Jayden had never made the wrong guess.

## Follow the growth on your own.

Go back to the story. Write what happens right after the conditions begin to change. Copy the sentence that proves it.

**Go back to the story.**  
**Write what happens right after the conditions begin to change.**  
**Copy the sentence that proves it.**

**I CAN** | I can find what happens as the conflict grows and prove it with a sentence.

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Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the words conditions began to change first. Then read the very next sentence."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Jayden's conflict begins with a wrong guess. He misjudged the weather and assumed the day would continue like this, and that guess is the problem the rising action makes bigger.

**CHOOSE C.** The weather changes, rain falls, and Jayden grows confused. A is Wrong character: Jayden raises his hand, not Ms. Rios. B is Opposite of the text: the sunny day turns cloudy and rainy.

**SHOW** The temperature dropped, and the air felt cooler against his skin. This line proves the conflict is growing because the day keeps changing and Jayden's sunny plan is falling apart.

**OWN** Answers vary. Example: The sunny morning changes, the rain comes, and Jayden's confusion grows until he begins to understand that weather and climate are connected but not the same.

**DEFEND** Jayden's wrong guess connects to his new habit because the mistake leads him to watch the sky, and he would remember to observe carefully before making guesses about the sky each day. The trap is Wrong character.

**YOUR TURN** Answers vary. Example: The wind grows stronger and gray clouds cross the sky. Proof: The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky.

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Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**“By mid-morning, students were outside running races and playing games. ... But just before lunch, the conditions began to change. ... Soon, light rain began to fall, and teachers quickly moved everyone inside. ... Jayden began to understand that both ideas were connected, but they were not the same.”**

**How does the conflict grow during the rising action?**

- A** The weather stays sunny and the games never stop.
- B** Ms. Rios grows confused and asks what happened to the sunshine.
- C** The sky turns cloudy, rain falls, and Jayden's confusion grows.
- D** Jayden understands everything right away and the problem disappears.



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Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

*“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)*

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ *Read the excerpt and the question aloud.*

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

**ANSWER KEY:** The answer is C.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because Ms. Rios really does teach about weather, without checking that Jayden is the one who raises his hand.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

**The weather stays sunny and the games never stop.**

- A** Reversed Meaning: Opposite of the text. The story says the weather changes and rain falls, not that the sunny day continues.

**Ms. Rios grows confused and asks what happened to the sunshine.**

- B** Another Place: Wrong character. It is Jayden who looks up, confused, and asks what happened to the sunshine.

**The sky turns cloudy, rain falls, and Jayden's confusion grows. Correct.**

- C** Correct. The sky turns cloudy, rain falls, and Jayden's confusion grows, so the conflict gets bigger during the rising action.

**Jayden understands everything right away and the problem disappears.**

- D** Stretched or Unsupported: Goes too far. The story shows Jayden learning step by step, not understanding everything at once.



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Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The falling action is what happens after the climax, as the problem begins to settle.

The falling action leads the story to its resolution.

STAAR can switch the cause and the effect, so I check which event comes first.

## THIS WEEK'S FOCUS

## Plot

from “A Day That Changed”

This week we learn what the **falling action** is: the events that happen as a result of the climax. Our TEKS is **4.8(C)**, and this week's breakout is **the falling action**, what comes after the turning point and leads to the resolution. We read the story **A Day That Changed**. STAAR asks: **What happens as a result of the climax?** Trap this week: **Cause and effect switched**, a choice that flips which event caused which.

This deck teaches **following what the climax sets in motion** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 6 • Plot

TEKS 4.8(C) • Plot • Week 27 of 36 • Cluster 6 • Module 3 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about the falling action, the events that happen as a result of the climax.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about what the climax leads to, and we will learn to spot answers that switch the cause and the effect.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 6 Module 3 . a class or student copy of “A Day That Changed” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to name what happens after the climax in a favorite story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice what the climax leads to."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice what the rain leads to.

Read the part of **A Day That Changed** after the rainy field day. Notice what the class does because of the rain. Circle the words that show the result.

**"Ms. Rios gave each group a weather journal."**

**I CAN** | I can notice the falling action that follows the rain.



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Grade 4 · Cluster 6 · Plot · Monday

TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice what the climax leads to."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action follows the climax. First, notice what the rain leads to."**

▶ Read the line twice. Students circle weather journal on the NOTICE row.

**ANSWER KEY:** Ms. Rios gave each group a weather journal.

### CHECK FOR UNDERSTANDING

Ask a student what the class does after the rainy field day.

### COMMON MISCONCEPTION

Students may stay with the rain itself. The notice step asks what the rain leads to.

### POSSIBLE STUDENT QUESTION

Why does the journal matter? Because it shows the rain turned into a week of learning.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing what the climax leads to. Keep the demand at this level.

### RAISE THE THINKING

Ask what else the rain might lead to.

TODAY'S THINKING JOB

# CHOOSE

"I can choose what happens as a result of the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the result of the climax.

STAAR asks: **What happens as a result of the climax?** Pick the event that comes right after the turning point.

**"Weather describes the condition of the atmosphere at a certain time and place."**

- A** Ms. Rios explains the difference between weather and climate. • **B** The rain begins because Ms. Rios explains the weather. • **C** The sun returns and the sky clears before the rain.

**I CAN** | I can choose the falling action and name the traps.



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Grade 4 • Cluster 6 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 27 of 36 • Cluster 6 • Module 3 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose what happens as a result of the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax causes what comes next. Check which event really comes first."**

▶ Students choose privately, then put the three events in order with a partner.

**ANSWER KEY:** A. Ms. Rios explains the difference between weather and climate.

## CHECK FOR UNDERSTANDING

Ask a student to find the explanation in the story.

## COMMON MISCONCEPTION

Students may pick B because both events are true. Check which one comes first.

## POSSIBLE STUDENT QUESTION

How do I know C is out of order? The sun returns after the rain, after school.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the result of the climax. Keep the demand at this level.

## RAISE THE THINKING

Ask what Ms. Rios does with the rainy day.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the result of the rain."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the result of the rain.

STAAR asks: Which sentence from the story best supports the idea that the rain leads to a week of learning about the sky?

**"She told the students they would observe the sky each afternoon for one week."**

**I CAN** | I can point to the exact line where the falling action begins.



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Grade 4 • Cluster 6 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 27 of 36 • Cluster 6 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the result of the rain."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The proof is the line that shows what the rain caused. Hunt for it."**

▶ Take two or three answers. Students underline observe the sky on the SHOW row.

**ANSWER KEY:** She told the students they would observe the sky each afternoon for one week.

CHECK FOR UNDERSTANDING

Ask a student why this line proves the rain led to learning.

COMMON MISCONCEPTION

Students may choose a line about the games. The proof must show the result of the rain.

POSSIBLE STUDENT QUESTION

What does the journal week show? That the rain started a whole week of observing.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the falling action. Keep the demand at this level.

RAISE THE THINKING

Ask what the students write in their journals.

TODAY'S THINKING JOB

# OWN

"I can write the falling action in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the falling action.

Write the falling action of the story in your own words. Tell what happens as a result of the climax.

**"Now he understood why the change had happened."**

**I CAN** | I can write the events that follow the climax.



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Grade 4 · Cluster 6 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the falling action in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action follows the turning point. Write the events the rain set in motion."**

▶ Students write the falling action on the OWN row.

**ANSWER KEY:** Example: The class watches the sky for a week, and Jayden comes to understand why the change had happened.

#### CHECK FOR UNDERSTANDING

Ask a student to read their falling action while the class checks the order.

#### COMMON MISCONCEPTION

Students may write the climax again. The falling action is what comes after it.

#### POSSIBLE STUDENT QUESTION

Do I have to list every lesson? No. Tell the main events that follow the climax.

#### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing the falling action independently. Keep the demand at this level.

#### RAISE THE THINKING

Ask which falling-action event changes Jayden the most.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the climax leads to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the effect.

How does the rain on field day lead to Jayden's new habit of observing the sky? Explain the connection.

**"Instead, he knew to observe, compare, and think about time."**

**I CAN** | I can defend the connection between the rain and the new habit.



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Grade 4 · Cluster 6 · Plot · Friday

TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the climax leads to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax causes what follows. One event sets the next in motion."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** The rain starts the teaching, so Jayden ends up observing the sky instead of guessing.

### CHECK FOR UNDERSTANDING

Ask a student to trace the cause and the effect from the rain to the observing.

### COMMON MISCONCEPTION

Students may flip the cause and the effect. The rain comes first, and the learning follows.

### POSSIBLE STUDENT QUESTION

Why does the order matter here? Because the rain causes the lesson, not the other way around.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the ending. Keep the demand at this level.

### RAISE THE THINKING

Ask what Jayden would still be doing if the rain had never come.



**Follow the effect on your own.**

Go back to the story. Write what Ms. Rios does as a result of the rain. Copy the sentence that proves it.

**Go back to the story.**  
**Write what Ms. Rios does as a result of the rain.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the result of the climax and prove it with a sentence.

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Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the rainy field day first. Then look for what Ms. Rios does because of it."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

## Answers, across the five thinking levels.

**NOTICE** The rain leads to learning. Ms. Rios gave each group a weather journal, and that starts the falling action where the class watches the sky all week.

**CHOOSE A.** Ms. Rios explains the difference between weather and climate. B is Cause and effect switched: the rain comes first, and the lesson follows. C is Out of order: the sun returns after the rain, not before.

**SHOW** She told the students they would observe the sky each afternoon for one week. This line proves the rain leads to learning because the class starts a whole week of watching the sky.

**OWN** Answers vary. Example: After the rain, the class watches the sky all week, and by the end Jayden understood why the change had happened.

**DEFEND** The rain leads to the observing habit: the rain ends the games, Ms. Rios teaches about weather, the class watches the sky all week, and Jayden no longer guesses; instead, he knew to observe, compare, and think about time.

**YOUR TURN** Answers vary. Example: Ms. Rios uses the rainy day as a chance to explain weather and climate. Proof: Some students were disappointed, but Ms. Rios saw it as a chance to explain.

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Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Soon, light rain began to fall, and teachers quickly moved everyone inside. ... After school, the clouds cleared, and the sun returned. ... Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.”**

**What happens as a result of the climax?**

**A** The sun returns and the sky clears before the rain begins.

**B** Ms. Rios explains the difference between weather and climate.

**C** The rain begins because Ms. Rios explains the weather.

**D** The principal cancels school for the rest of the week.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because the sun really does return, without checking that it returns after the rain, not before.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

- A** **The sun returns and the sky clears before the rain begins.**  
Pattern Mix-Up: Out of order. The sun returns after the rain, in the falling action, not before it.
- B** **Ms. Rios explains the difference between weather and climate. Correct.**  
Correct. As a result of the rain, the games stop and Ms. Rios explains weather and climate, which starts the falling action.
- C** **The rain begins because Ms. Rios explains the weather.**  
Reversed Meaning: Cause and effect switched. The explanation comes after the rain, so the rain is not caused by the lesson.
- D** **The principal cancels school for the rest of the week.**  
Stretched or Unsupported: Not in the text. The story never says the principal cancels school.



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Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ *Reveal each choice's reason. Say the trap name aloud with the class.*

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ *Have students write one sentence explaining why the correct answer fits.*

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A climax is the turning point of the story, where the character changes.**

**I can name the climax and defend it with a sentence from the story.**

**The test may offer another plot part as the climax, so I check which event truly turns the plot.**

THIS WEEK'S FOCUS

## Plot

from “A Day That Changed”

This week we learn to defend the **climax**, the turning point of the story. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**. We read the story **A Day That Changed**. STAAR asks: **Which event is the climax, and why?** Trap this week: **Wrong plot element**, a choice that names a different part of the plot as the climax.

This deck teaches **defending the climax with evidence** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Plot

TEKS 4.8(C) • Plot • Week 28 of 36 • Cluster 6 • Module 4 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week we are learning about the climax, the turning point of the story.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

**“Each day we will practice a real STAAR question about the climax, and we will learn to catch choices that name the wrong plot element.”**

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 6 Module 4 . a class or student copy of “A Day That Changed” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to tell the climax of a favorite movie and why it turns the plot.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the climax of a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the turning point.

Read paragraph 38 of **A Day That Changed**. The climax is here. Circle the words that show Jayden acting in a new way.

**"Later that day, the principal announced that field day would be finished the following week."**

**I CAN** | I can find the moment where the story turns.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Monday

TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the climax of a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the turning point. Watch for the moment the character changes."**

▶ Read the paragraph twice. Students underline the words that show Jayden acting differently.

**ANSWER KEY:** The principal announces field day will be finished, and Jayden acts differently.

### CHECK FOR UNDERSTANDING

Ask a student to tell what changes for Jayden at this moment.

### COMMON MISCONCEPTION

Students may call the rain the climax. The rain starts the problem, but the turning point comes later.

### POSSIBLE STUDENT QUESTION

Is the climax always the most exciting part? No. It is the turning point, where the character changes.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the climax of a story. Keep the demand at this level.

### RAISE THE THINKING

Ask what Jayden does differently when field day comes back.

TODAY'S THINKING JOB

# CHOOSE

"I can choose the climax of the story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the climax.

STAAR asks: **Which event is the climax, and why?** Pick the event that is the turning point of the story.

**"Jayden was excited, but this time he did not assume the weather would stay perfect all day."**

**A** Jayden tells his family that weather can change in a few hours. • **B** Jayden decides not to assume the weather will stay perfect all day. • **C** Rain begins to fall, and teachers move everyone inside.

**I CAN** | I can pick the turning point and tell why it is the climax.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the climax of the story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A climax is not just any event. It is the one that turns the plot."**

▶ Students choose privately, then defend their pick to a partner.

**ANSWER KEY:** B. Jayden decides not to assume the weather will stay perfect all day.

## CHECK FOR UNDERSTANDING

Ask a student to point to the sentence that proves the climax.

## COMMON MISCONCEPTION

Students may pick the rain because it changes the day. Changing the day starts the problem; the climax is where Jayden changes.

## POSSIBLE STUDENT QUESTION

Can two events both be the climax? No. Only the turning point is the climax.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the event that turns the plot. Keep the demand at this level.

## RAISE THE THINKING

Ask a student why the rain alone is not the climax.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show where the change is.

STAAR asks: Which sentence from the story best supports the idea that Jayden has changed by the end of the story?

**"He checked the sky before recess and noticed the clouds carefully."**

**I CAN** | I can point to the exact line where Jayden acts differently.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Evidence is the sentence that proves an idea. Find the line that shows the change."**

▶ Take two or three answers. Students underline checked the sky and noticed the clouds.

**ANSWER KEY:** He checked the sky before recess and noticed the clouds carefully.

CHECK FOR UNDERSTANDING

Ask a student what Jayden would have done before field day.

COMMON MISCONCEPTION

Students may choose a sentence about the games. Look for the line that shows Jayden doing something new.

POSSIBLE STUDENT QUESTION

Why does checking the sky prove the change? Because before, Jayden guessed, and now he observes.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the climax. Keep the demand at this level.

RAISE THE THINKING

Ask what Jayden learns that makes him check the sky.



TODAY'S THINKING JOB

# OWN

"I can write the climax in my own words."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

## Own the climax.

Write two sentences. In the first, tell the climax of the story. In the second, explain why it is the turning point.

**"When field day returned, the morning was warm and bright again."**

**I CAN** | I can retell the climax and defend why it turns the plot.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write the climax in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A strong answer names the event and then defends it with a reason."**

▶ Students write two sentences on the OWN row and swap with a partner.

**ANSWER KEY:** Example: Jayden stops assuming the weather will stay perfect, and that turns the plot.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences while the class checks the reason.

### COMMON MISCONCEPTION

Students may describe the rain and stop. Add the reason that makes the event the turning point.

### POSSIBLE STUDENT QUESTION

What makes an event the climax? It turns the plot, and the character changes because of it.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing and defending the climax independently. Keep the demand at this level.

### RAISE THE THINKING

Ask how the story would change if the climax never happened.

TODAY'S THINKING JOB

# DEFEND

"I can explain how events lead to the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the climax.

How does the rain on field day lead to Jayden's change at the climax? Explain the connection using the story.

**"Soon, light rain began to fall, and teachers quickly moved everyone inside."**

**I CAN** | I can defend the climax by connecting the problem to the turning point.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot · Friday

TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how events lead to the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax does not appear from nowhere. Earlier events cause it."**

▶ Students write the connection using because or so on the DEFEND row.

**ANSWER KEY:** The rain stops the games, the lesson follows, and Jayden changes at the climax.

### CHECK FOR UNDERSTANDING

Ask a student to trace the chain from rain to lesson to change.

### COMMON MISCONCEPTION

Students may say the climax is just where things get exciting. Defend it by showing what caused it.

### POSSIBLE STUDENT QUESTION

How do I defend a climax? Name the event, then show what caused it and what it changes.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining what causes the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask what would happen if Jayden never learned the weather lesson.

**Follow the climax on your own.**

Go back to the story. Write the event that is the climax, and copy the sentence that proves it.

**Go back to the story.**  
**Write the event that is the climax.**  
**Copy the sentence that proves it.**

**I CAN** | I can name the climax and prove it with a sentence from the story.

The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot



TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the part where Jayden acts differently the second time field day comes around. That is the climax.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The story turns here because the announcement brings field day back, and this time Jayden acts differently. He no longer assumes the weather will stay perfect.

**CHOOSE B.** Jayden decides not to assume the weather will stay perfect all day. A is Wrong plot element: telling his family is the resolution, not the climax. C is Wrong part of the story: the rain is rising action, before the turning point.

**SHOW** He checked the sky before recess and noticed the clouds carefully. This line shows the change: before field day, Jayden would have assumed a sunny day, but now he checks the sky.

**OWN** Answers vary. Example: The climax is when Jayden decides not to assume the weather will stay perfect. It is the turning point because he uses what he learned instead of guessing.

**DEFEND** The rain stops the games, so the lesson follows, and Jayden learns to watch the sky. Because the rain moved everyone inside, he learns about weather instead of playing. Saying the sun caused his change is Cause and effect switched.

**YOUR TURN** Answers vary. Example: The climax is when Jayden decides not to assume the weather will stay perfect. Proof: Jayden was excited, but this time he did not assume the weather would stay perfect all day.



## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“Soon, light rain began to fall, and teachers quickly moved everyone inside. ... Later that day, the principal announced that field day would be finished the following week.”**

**Which event is the climax, and why?**

- A** Jayden decides not to assume the weather will stay perfect all day.
- B** Students are outside running races and playing games.
- C** Jayden tells his family what he learned about weather and climate.
- D** The morning feels calm, and the sun is already warming the air.



The Writing Academy®, LLC

Grade 4 · Cluster 6 · Plot

TEKS 4.8(C) · Plot · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing the rain because it changes the day, without checking that the real turning point comes later.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

**Jayden decides not to assume the weather will stay perfect all day. Correct.**

- A** Correct. This is the climax because Jayden stops assuming the weather will stay perfect, and that turns the plot.

**Students are outside running races and playing games.**

- B** Another Place: Wrong part of the story. The races happen in the rising action, before the turning point.

**Jayden tells his family what he learned about weather and climate.**

- C** Pattern Mix-Up: Wrong plot element. Telling his family is the resolution, not the climax.

**The morning feels calm, and the sun is already warming the air.**

- D** Topic Trap: Setting detail, not the plot. This describes the calm morning; it is not the climax.



## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The rising action is the middle of the plot, where the problem builds.

I can tell what happens because of an event and prove it with a sentence.

The test may switch the cause and the effect, so I check the story order.

## THIS WEEK'S FOCUS

## Plot

from “A Day That Changed”

This week we study the **rising action** of a harder story. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**, the events that build the problem. We read the story **A Day That Changed**. STAAR asks: **What happens because of** an event? Trap this week: **Cause and effect switched**, a choice that reverses which event caused which.

This deck teaches **following the chain of cause and effect** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Plot

TEKS 4.8(C) • Plot • Week 29 of 36 • Cluster 7 • Module 1 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the rising action, the part of the plot where the problem builds.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about cause and effect, and we will learn to catch choices that switch the order.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 7 Module 1 . a class or student copy of “A Day That Changed” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to name one thing that happens in a story because of another event.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

**"I can notice an event and what happens because of it."**

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the rising action.

Read paragraphs 3 and 4 of **A Day That Changed**. The rising action begins here. Circle what happens because of the rain.

**"Soon, light rain began to fall, and teachers quickly moved everyone inside."**

**I CAN** | I can spot the cause and its effect in the rising action.



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Grade 4 · Cluster 7 · Plot · Monday

TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice an event and what happens because of it."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action is full of causes and effects. Watch what each event makes happen."**

▶ Read the two paragraphs twice. Students circle the effect that follows the rain.

**ANSWER KEY:** The rain makes the teachers move everyone inside.

### CHECK FOR UNDERSTANDING

Ask a student to name what happens right after the rain begins.

### COMMON MISCONCEPTION

Students may name the wind and clouds as the effect. Those come before the rain, so they are the cause.

### POSSIBLE STUDENT QUESTION

What is an effect? It is what happens because of an earlier event, like the rain moving everyone inside.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing a cause and its effect. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what the teachers do because of the rain.



TODAY'S THINKING JOB

# CHOOSE

"I can choose what happens because of an event."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the effect.

STAAR asks: **What happens because of the rain on field day?** Pick the event that happens because of the rain.

**"But just before lunch, the conditions began to change."**

**A** Teachers move everyone inside when the rain begins. • **B** Jayden wakes up early, excited for field day. • **C** The wind grows stronger and gray clouds fill the sky.

**I CAN** | I can pick the true effect and avoid a switched cause and effect.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 29 of 36 • Cluster 7 • Module 1 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose what happens because of an event."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Ask what the rain makes happen. The effect comes after the cause."**

▶ Students choose privately, then find the sentence that proves their pick.

**ANSWER KEY:** A. Teachers move everyone inside when the rain begins.

## CHECK FOR UNDERSTANDING

Ask a student to read the sentence that proves the effect.

## COMMON MISCONCEPTION

Students may pick the wind and clouds because they come near the rain. They come before it, so the order is switched.

## POSSIBLE STUDENT QUESTION

How can I tell the cause from the effect? The cause happens first, and the effect happens because of it.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the true effect of an event. Keep the demand at this level.

## RAISE THE THINKING

Ask a student what would change if the rain never came.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the change."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the evidence.

STAAR asks: Which sentence from the story best supports the idea that the weather changes during field day?

**"The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."**

**I CAN** | I can point to the exact line that shows the rising action beginning.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the change."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Evidence is the sentence that proves an idea. Hunt for the line that shows the change."**

▶ Take two or three answers. Students underline *wind grew stronger* and *gray clouds*.

**ANSWER KEY:** The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky.

CHECK FOR UNDERSTANDING

Ask a student what happens right after this sentence.

COMMON MISCONCEPTION

Students may choose a sentence about the sunny morning. The sunny morning comes before the change.

POSSIBLE STUDENT QUESTION

Why does this sentence matter? Because it shows the weather turning, and the rain follows.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the change. Keep the demand at this level.

RAISE THE THINKING

Ask a student which word tells the reader that a change is coming.

TODAY'S THINKING JOB

# OWN

**"I can write a cause and its effect in my own words."**

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the cause and effect.

Write two sentences. In the first, tell what happens because of the rain. In the second, tell what happens because of the lesson.

**"Some students were disappointed, but Ms. Rios saw it as a chance to explain."**

**I CAN** | I can retell two effects that follow the rain and the lesson.



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Grade 4 · Cluster 7 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write a cause and its effect in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use because or so to show which event causes the other."**

▶ Students write two sentences on the OWN row and check the order with a partner.

**ANSWER KEY:** Example: The rain moves everyone inside, so Ms. Rios teaches the lesson, and Jayden understands.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences while the class checks the order.

### COMMON MISCONCEPTION

Students may write the effect before the cause. The cause always comes first.

### POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the cause and effect true.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing causes and effects independently. Keep the demand at this level.

### RAISE THE THINKING

Ask a student which event in their writing is the cause and which is the effect.

TODAY'S THINKING JOB

# DEFEND

"I can explain how one event leads to the next."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does the rain at field day lead to Jayden's new understanding of weather? Explain the connection.

**"Jayden thought about how different the morning had been."**

**I CAN** | I can defend the chain from the rain to Jayden's new idea.



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Grade 4 · Cluster 7 · Plot · Friday

TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how one event leads to the next."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Events connect in a chain. One thing causes the next, all the way to the end."**

▶ Students write the chain using because or so on the DEFEND row.

**ANSWER KEY:** The rain moves the class inside, the lesson follows, and Jayden's understanding grows.

### CHECK FOR UNDERSTANDING

Ask a student to trace the chain from the rain to the ending.

### COMMON MISCONCEPTION

Students may say the lesson caused the rain. Check the story order before you agree.

### POSSIBLE STUDENT QUESTION

Why must I check the order? Because a true event can still be the wrong cause.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about defending the chain of cause and effect. Keep the demand at this level.

### RAISE THE THINKING

Ask what would change if the rain never stopped the games.

**Follow the effect on your own.**

Go back to the story. Write one event from the rising action, then write what happens because of it. Copy the sentence that proves the effect.

**Go back to the story.**  
**Write one event from the rising action.**  
**Write what happens because of it.**  
**Copy the sentence that proves the effect.**

**I CAN** | I can find an effect and prove it with a sentence from the story.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the rain in the story first. Then read the very next sentence."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The rain causes the teachers to move everyone inside. That is the first big effect in the rising action.

**CHOOSE A.** Teachers move everyone inside when the rain begins. B is Wrong part of the story: waking up early is the beginning, before the rain. C is Cause and effect switched: the wind and clouds come before the rain, not because of it.

**SHOW** The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. This line proves the weather is changing, and that change leads to the rain.

**OWN** Answers vary. Example: The rain moves everyone inside, and that leads to the weather lesson. Because of the lesson, Jayden begins to understand weather and climate.

**DEFEND** The rain moves everyone inside, so Ms. Rios explains, and Jayden thinks about how different the morning had been. That thinking grows into his new understanding. Saying the understanding caused the rain is Cause and effect switched.

**YOUR TURN** Answers vary. Example: The rain falls, and because of it the teachers move everyone inside. Proof: Soon, light rain began to fall, and teachers quickly moved everyone inside.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“But just before lunch, the conditions began to change. ... Jayden looked up, confused. ... Some students were disappointed, but Ms. Rios saw it as a chance to explain.”**

**What happens because of the rain on field day?**

- A** The wind grows stronger and gray clouds spread across the sky.
- B** Jayden wakes up early, excited for the sunny morning.
- C** The class studies pictures of a desert and a forest.
- D** Teachers move everyone inside when the rain begins.



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TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing the wind and clouds because they come near the rain, without checking that they come before it.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**The wind grows stronger and gray clouds spread across the sky.**

- A** Reversed Meaning: Cause and effect switched. The wind and clouds come before the rain, so the rain does not cause them.

**Jayden wakes up early, excited for the sunny morning.**

- B** Pattern Mix-Up: Out of order. Waking up happens at the start, before the rain even falls.

**The class studies pictures of a desert and a forest.**

- C** Another Place: Wrong part of the story. The pictures come days later, in the middle of the lesson, not as the effect of the rain.

**Teachers move everyone inside when the rain begins. Correct.**

- D** Correct. The rain makes the teachers move everyone inside, and that is the direct effect of the rain.



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Grade 4 · Cluster 7 · Plot

TEKS 4.8(C) · Plot · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The climax is the turning point, and the main character's action there shows the change.

I can prove how a character acts with a sentence from the story.

The test may give the character a real action but the wrong reason, so I check the text.

## THIS WEEK'S FOCUS

## Plot

from “Looking Back to Move Forward”

This week we study how the main character acts at the **climax**. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**, the turning point of the story. We read the story **Looking Back to Move Forward**. STAAR asks: **How does the main character act at the climax?** Trap this week: **Wrong motive**, a choice that gives the character a real action but the wrong reason.

This deck teaches **seeing how the character acts at the climax** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 7 • Plot

TEKS 4.8(C) • Plot • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are learning about the climax and how the main character acts when the story turns.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“Each day we will practice a real STAAR question about the climax, and we will learn to catch choices that give a wrong reason.”

▶ Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.

**PREP & MATERIALS:** the Plot slide deck for Cluster 7 Module 2 . a class or student copy of “Looking Back to Move Forward” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to tell how a favorite character acts at the turning point of a story.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

**"I can notice what the main character does at the climax."**

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the climax.

Read paragraphs 33 and 34 of **Looking Back to Move Forward**. The climax is here. Circle the words that show what Ava does.

**"She wanted her sentence to be clear."**

**I CAN** | I can find the moment where Ava shows what she learned.



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Grade 4 · Cluster 7 · Plot · Monday

TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice what the main character does at the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"At the climax, watch the main character. What the character does shows the turning point."**

▶ Read the two paragraphs twice. Students underline the words that show Ava writing.

**ANSWER KEY:** Ava wants her sentence to be clear and writes it herself.

### CHECK FOR UNDERSTANDING

Ask a student to name what Ava does at the climax.

### COMMON MISCONCEPTION

Students may say Ava copies the teacher. She writes her own sentence from her own thinking.

### POSSIBLE STUDENT QUESTION

Why is writing a sentence a big moment? Because it shows Ava can explain the lesson herself.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how the character acts at the climax. Keep the demand at this level.

### RAISE THE THINKING

Ask what Ava does right before she writes.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the character acts at the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the action.

STAAR asks: **How does the main character act at the climax?** Pick the choice that tells what Ava truly does.

**"Finally, she wrote, 'The Renaissance showed that people could study the past to create new ideas about art, learning, and government.'"**

- A** Ava copies a sentence from the painting on the board. • **B** Ava argues that old ideas cannot help people today. • **C** Ava writes her own sentence about the main idea.

**I CAN** | I can pick Ava's real action and reject a wrong motive.



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Grade 4 • Cluster 7 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 30 of 36 • Cluster 7 • Module 2 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the character acts at the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Check what the character truly does at the climax, not what a trap claims."**

▶ Students choose privately, then find the line where Ava writes her sentence.

**ANSWER KEY:** C. Ava writes her own sentence about the main idea.

## CHECK FOR UNDERSTANDING

Ask a student to read the line where Ava writes her sentence.

## COMMON MISCONCEPTION

Students may pick A because writing sounds like copying. The story says Ava writes her own clear sentence.

## POSSIBLE STUDENT QUESTION

How do I know Ava writes her own sentence? The story says she wanted her sentence to be clear, and then she wrote it.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the character's real action at the climax. Keep the demand at this level.

## RAISE THE THINKING

Ask a student why Ava does not copy the teacher's words.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves how Ava feels."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the proof.

STAAR asks: Which sentence from the story best supports the idea that Ava is proud of what she wrote?

"She read the sentence again and smiled."

**I CAN** | I can point to the line that shows Ava pleased with her work.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show the sentence that proves how Ava feels."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"A smile can be the clue. Hunt for the line that shows the character's feeling."

▶ Take two or three answers. Students underline read the sentence again and smiled.

**ANSWER KEY:** She read the sentence again and smiled.

CHECK FOR UNDERSTANDING

Ask a student what the smile tells the reader about Ava's sentence.

COMMON MISCONCEPTION

Students may choose a line about the painting itself. Look for the line about Ava's own feeling.

POSSIBLE STUDENT QUESTION

Why does the smile matter? Because it shows Ava is proud of the sentence she wrote.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the character's feeling. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava does right before she smiles.

TODAY'S THINKING JOB

# OWN

"I can write how the character acts at the climax."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the climax.

Write two sentences. In the first, tell how Ava acts at the climax. In the second, tell what her action shows about her.

**"Ava looked at the painting again and noticed how much planning it must have taken."**

**I CAN** | I can retell Ava's action and explain what it shows.



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Grade 4 · Cluster 7 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write how the character acts at the climax."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A character's action at the climax reveals what the character learned."**

▶ Students write two sentences on the OWN row and swap with a partner.

**ANSWER KEY:** Example: Ava writes her own sentence, which shows she understands the lesson.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences while the class checks the reason.

### COMMON MISCONCEPTION

Students may describe the painting instead of Ava. Stay with what Ava does and what it shows.

### POSSIBLE STUDENT QUESTION

Does her action have to be exciting? No. It just has to show her change.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing the character's climax action independently. Keep the demand at this level.

### RAISE THE THINKING

Ask what Ava would have written before the lesson.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the climax connects to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does the event in paragraph 34 lead to Ava's new idea at the end of the story? Explain the connection.

**"It helped her understand that the past can teach people important lessons."**

**I CAN** | I can defend how Ava's writing leads to her new idea.



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Grade 4 · Cluster 7 · Plot · Friday

TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the climax connects to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is not the end. It connects to what the character understands after."**

▶ Students write the connection using so or because on the DEFEND row.

**ANSWER KEY:** Ava writes her own sentence, so she carries the lesson into the ending.

### CHECK FOR UNDERSTANDING

Ask a student to trace how the writing leads to the new idea.

### COMMON MISCONCEPTION

Students may say the smile caused the writing. The writing comes first, and the smile shows her pride.

### POSSIBLE STUDENT QUESTION

Why connect the climax to the ending? Because the climax causes the change we see at the end.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the ending. Keep the demand at this level.

### RAISE THE THINKING

Ask what Ava would miss if she never wrote the sentence.

**Follow the character on your own.**

Go back to the story. Write how Ava acts at the climax, and copy the sentence that proves it.

**Go back to the story.**  
**Write how Ava acts at the climax.**  
**Copy the sentence that proves it.**

**I CAN** | I can tell how the main character acts at the climax and prove it with a sentence.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Find the part where Ava writes her sentence. That is where she shows what she learned.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** At the climax, Ava works to write a clear sentence. She wants her sentence to be clear, and she writes the main idea in her own words.

**CHOOSE C.** Ava writes her own sentence about the main idea. A is Not in the text: Ava never copies a sentence from the painting. B is Opposite of the text: Ava learns that old ideas can help people think in new ways.

**SHOW** She read the sentence again and smiled. This line proves Ava is proud: she checks her words and feels good about what she wrote.

**OWN** Answers vary. Example: At the climax, Ava writes her own sentence about the lesson. Her action shows she understands the Renaissance and can explain it in her own words.

**DEFEND** Writing the sentence makes the lesson stick, so Ava sees that the past can teach people important lessons. Ava writing the sentence is the climax, and that act leads to her new idea. Saying Ava wrote to sound smarter is a Wrong motive.

**YOUR TURN** Answers vary. Example: Ava writes her own sentence about the main idea. Proof: She wanted her sentence to be clear.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.



## PLOT

READ THIS PASSAGE EXCERPT.

**“Mrs. Lopez asked the students to write one sentence about the main idea of the lesson. ... Ava tapped her pencil against her notebook. ... She wanted her sentence to be clear.”**

**How does the main character act at the climax?**

- A** Ava writes her own sentence that puts the lesson into words.
- B** Ava copies the writing from the board so her answer is exact.
- C** Ava tells the class that kings should keep most of the power.
- D** Ava writes a sentence to sound smarter than her friends.



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Grade 4 · Cluster 7 · Plot

TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

### COMMON MISCONCEPTION

Choosing a real action with a wrong reason, like saying Ava wrote to impress someone.

### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

- A** **Ava writes her own sentence that puts the lesson into words. Correct.**  
Correct. At the climax Ava writes her own sentence, and it shows she understands the whole lesson.
- B** **Ava copies the writing from the board so her answer is exact.**  
Stretched or Unsupported: Not in the text. Ava never copies from the board; she writes the idea in her own words.
- C** **Ava tells the class that kings should keep most of the power.**  
Reversed Meaning: Opposite of the text. Ava learns that citizens should have a voice, not that kings keep the power.
- D** **Ava writes a sentence to sound smarter than her friends.**  
Stretched or Unsupported: Wrong motive. Ava does write a sentence, but she wants it to be clear, not to sound smarter.



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Grade 4 · Cluster 7 · Plot

TEKS 4.8(C) · Plot · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**A plot has parts: beginning, rising action, climax, falling action, and resolution.**

**The falling action is the part right after the turning point, when the story begins to settle.**

**STAAR traps can name a different plot part, so I check which part each event belongs to.**

THIS WEEK'S FOCUS

## Plot

from “The Three Languages”\*

This week we learn about the **falling action**, the events that come after the turning point and lead to the end of a story. Our TEKS is **4.8(C)**, and this week's breakout is **the falling action**. We read the story **The Three Languages**. STAAR asks: **Which event is part of the falling action?** Trap this week: **Wrong plot element**, a choice that labels the wrong plot element, like calling the conflict a falling action event.

This deck teaches **finding events in the falling action and resolution** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

The Writing Academy®, LLC



Grade 4 • Cluster 7 • Plot

TEKS 4.8(C) • Plot • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning about the falling action, the events that come after the turning point of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the falling action, and we will learn to spot answers that name a different plot part.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 7 Module 3 . a class or student copy of “The Three Languages” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell one event that happens after the youth agrees to be pope.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the falling action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the falling action.

Read the beginning of **The Three Languages**. Notice what the father thinks of his son. Circle the words that tell what happens.

**"An aged count once lived in Switzerland, who had an only son, but he was stupid, and could learn nothing."**

**I CAN** | I can notice where the plot begins.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Plot · Monday

TEKS 4.8(C) · Plot · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the falling action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts somewhere. Listen for the very first thing that happens."**

▶ Read the line twice. Students circle could learn nothing on the NOTICE row.

**ANSWER KEY:** The count sees that his son can learn nothing, so he sends him away.

### CHECK FOR UNDERSTANDING

Ask a student to say why the father sends his son away.

### COMMON MISCONCEPTION

Students may jump ahead to the dogs in the tower. Today we notice where the plot starts.

### POSSIBLE STUDENT QUESTION

Why does the father send his son away? Because the son can learn nothing, so the father hopes a master can teach him.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing where the plot begins. Keep the demand at this level.

### RAISE THE THINKING

Ask what the son learns from his first master.

TODAY'S THINKING JOB

# CHOOSE

"I can choose an event in the falling action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the falling action event.

STAAR asks: **Which event is part of the falling action?** Pick the event that comes after the turning point.

**"Then was he anointed and consecrated, and thus was fulfilled what he had heard from the frogs on his way"**

- A** He is anointed and consecrated as the new pope. • **B** He brings a chest full of gold out of the tower. • **C** The wild dogs eat the youth at night.

**I CAN** | I can choose the event that comes after the turning point and name the traps.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 31 of 36 • Cluster 7 • Module 3 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose an event in the falling action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action starts right after the turning point. Check which plot part each event belongs to."**

▶ Students choose privately, then check each event against the plot line with a partner.

**ANSWER KEY:** A. He is anointed and consecrated as the new pope.

## CHECK FOR UNDERSTANDING

Ask a student to tell which plot part the gold chest belongs to.

## COMMON MISCONCEPTION

Students may pick the gold chest because it is exciting. Exciting does not make it the falling action.

## POSSIBLE STUDENT QUESTION

What is the falling action? The events right after the turning point that lead to the end of the story.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing an event in the falling action. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name the turning point of the story.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the youth's learning matters."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Show the dog language.

STAAR asks: Which sentence from the story best supports the idea that the youth's dog language helps the land? Point to the line that proves it.

"The dogs have revealed to me, in their own language, why they dwell there, and bring evil on the land."

**I CAN** | I can point to the exact line where the youth's dog language helps.



The Writing Academy®, LLC

Grade 4 • Cluster 7 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 31 of 36 • Cluster 7 • Module 3 • slide 4 of 10

TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show the sentence that proves the youth's learning matters."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The youth's languages do real work in the plot. Hunt for the line that shows it."

▶ Take two or three answers. Students underline in their own language on the **SHOW** row.

**ANSWER KEY:** The dogs have revealed to me, in their own language, why they dwell there, and bring evil on the land.

CHECK FOR UNDERSTANDING

Ask a student what the dog language tells the youth.

COMMON MISCONCEPTION

Students may choose a line about the father. Look for the line where the dog language helps the land.

POSSIBLE STUDENT QUESTION

Why is this line the strongest proof? Because it shows the youth's learning leading to the land being freed.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the youth's learning matters. Keep the demand at this level.

RAISE THE THINKING

Ask what the youth does after the dogs share their secret.

TODAY'S THINKING JOB

OWN

"I can write how the story ends."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Own the ending.

Write two sentences that tell how the youth's story ends.

**"Then he had to sing a mass, and did not know one word of it"**

**I CAN** | I can write the resolution of the story in my own words.



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Grade 4 · Cluster 7 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·  
Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write how the story ends."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution is how the story settles. Write the ending in your own words."**

▶ Students write the ending on the OWN row.

**ANSWER KEY:** Example: The youth must sing a mass, so the doves say the words in his ear.

CHECK FOR UNDERSTANDING

Ask a student to read the ending they wrote.

COMMON MISCONCEPTION

Students may write about the tower. The resolution is how the story settles at the end.

POSSIBLE STUDENT QUESTION

Do I have to use the exact words? No. Tell the ending in your own words.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing the resolution of the story. Keep the demand at this level.

RAISE THE THINKING

Ask what the youth could not do without the doves.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the falling action leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does the youth's agreement to be pope lead to the doves helping him sing the mass? Explain the connection.

**"Then he had to sing a mass, and did not know one word of it, but the two doves sat continually on his shoulders, and said it all in his ear."**

**I CAN** | I can defend the connection between the falling action and the resolution.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Plot · Friday

TEKS 4.8(C) · Plot · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

## TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the falling action leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The falling action connects to the resolution. One event leads to the next."**

▶ Students write the connection and the word leads on the DEFEND row.

**ANSWER KEY:** The youth's yes leads to the anointing, so the doves help him sing the mass.

## CHECK FOR UNDERSTANDING

Ask a student to name what the youth's yes leads to.

## COMMON MISCONCEPTION

Students may name a trap before the connection. Start with what leads to what.

## POSSIBLE STUDENT QUESTION

Why do the doves help the youth? Because he agreed to be pope, and then he had to sing a mass he did not know.

## RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the falling action leads to the resolution. Keep the demand at this level.

## RAISE THE THINKING

Ask what would change if the youth never said yes.



## Follow the falling action on your own.

Go back to the story. Write one event from the falling action. Copy the sentence that proves it.

**Go back to the story.**  
**Write one event from the falling action.**  
**Copy the sentence that proves it.**

**I CAN** | I can find an event in the falling action and prove it with a sentence.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the moment the youth says yes to the cardinals. Then read what happens next."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The count sees that his son can learn nothing, so he sends him to a master. That is where the plot begins.

**CHOOSE A.** He is anointed and consecrated as the new pope. B is Wrong part of the story: the gold chest comes in the rising action. C is Opposite of the text: the dogs do not hurt the youth.

**SHOW** The dogs have revealed to me, in their own language, why they dwell there, and bring evil on the land. This proves his learning matters, because his dog language tells him how to end the trouble and free the land.

**OWN** Answers vary. Example: After the youth becomes pope, he has to sing a mass but does not know one word, so the doves say it all in his ear.

**DEFEND** The youth's agreement leads to the doves' help, because after he says yes, he is anointed and consecrated, and then the two doves sat continually on his shoulders, and said it all in his ear, so he can sing the mass.

**YOUR TURN** Answers vary. Example: The youth is anointed and consecrated as pope. Proof: Then was he anointed and consecrated, and thus was fulfilled what he had heard from the frogs on his way.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

## PLOT

READ THIS PASSAGE EXCERPT.

**“two snow-white doves flew on his shoulders and remained sitting there. ... The ecclesiastics recognized therein the token from above, and asked him on the spot if he would be pope. ... at length he said yes”**

**Which event is part of the falling action?**

- A** He brings a chest full of gold out of the dark tower.
- B** He is anointed and consecrated after he agrees to be pope.
- C** The two doves tell him the words of the mass in his ear.
- D** The conflict is the father driving the youth away from home.



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Grade 4 · Cluster 7 · Plot

TEKS 4.8(C) · Plot · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

### TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

#### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

### CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

### COMMON MISCONCEPTION

Choosing A because the gold chest is a big event, without checking which plot part it belongs to.

### POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

### RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

### RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

**He brings a chest full of gold out of the dark tower.**

- A** Another Place: Wrong part of the story. The chest of gold comes during the rising action, before the turning point.

**He is anointed and consecrated after he agrees to be pope. Correct.**

- B** Correct. Right after he says yes, the youth is anointed and consecrated, and that is part of the falling action.

**The two doves tell him the words of the mass in his ear.**

- C** Pattern Mix-Up: Out of order. The doves help with the mass at the very end, after the falling action.

**The conflict is the father driving the youth away from home.**

- D** Pattern Mix-Up: Wrong plot element. The conflict is a plot element, not a falling action event.



## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**The setting is where and when a story happens.**

**The setting can matter to the plot, like the morning star giving the sister the key to the castle.**

**STAAR traps can offer a setting detail that does not move the plot, so I ask what each place does.**

## THIS WEEK'S FOCUS

## Plot

from “The Seven Ravens”

This week we learn about the **rising action**, the events that build toward the turning point of a story, and how the **setting** helps those events happen. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the story **The Seven Ravens**. STAAR asks: **How is the setting important to the plot?** Trap this week: **Setting detail, not the plot**, a choice that only describes a place without telling how it moves the story.

This deck teaches **seeing how setting moves the plot** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 7 • Plot

TEKS 4.8(C) • Plot • Week 32 of 36 • Cluster 7 • Module 4 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning how the setting can be important to the plot of a story.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about setting and the rising action, and we will learn to spot choices that only describe a place.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 7 Module 4 . a class or student copy of “The Seven Ravens” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name one place the sister visits on her journey.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the rising action."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the setting.

Read the beginning of **The Seven Ravens**. Notice what the father sends his sons to do. Circle the words that tell what happens.

**"So the father sent one of his sons in haste to the spring to get some water, but the other six ran with him."**

**I CAN** | I can notice how the story begins.



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Grade 4 · Cluster 7 · Plot · Monday

TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

## TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the rising action."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action starts with the trouble at the spring. Listen for the first thing that happens."**

▶ Read the line twice. Students circle sent one of his sons on the NOTICE row.

**ANSWER KEY:** The father sends one son for water, and the other six run with him.

## CHECK FOR UNDERSTANDING

Ask a student to tell why the seven sons do not come home.

## COMMON MISCONCEPTION

Students may say the boys are playing. The story says they are afraid because their pitchers fell in the well.

## POSSIBLE STUDENT QUESTION

Why do the sons stay at the spring? Because all their pitchers fell into the well, and none dares go home.

## RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how the story begins. Keep the demand at this level.

## RAISE THE THINKING

Ask what the father wishes when the sons stay away.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the setting matters to the plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose how the setting matters.

STAAR asks: **How is the setting important to the plot?** Pick the choice that tells how the places the sister visits matter.

**"If you have not this little piece of wood, you cannot unlock the castle that stands on the glass-mountain, and there your brothers live."**

- A** The sun is hot, the moon is cold, and the stars sit on stools. • **B** The sun rides across the sky with the sister on its back. • **C** The morning star's gift unlocks the castle where her brothers live.

**I CAN** | I can choose how the setting moves the plot and name the traps.



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Grade 4 • Cluster 7 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 32 of 36 • Cluster 7 • Module 4 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the setting matters to the plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A place can do real work in the plot. Check what each place gives the sister."**

▶ Students choose privately, then check each answer against the story with a partner.

**ANSWER KEY:** C. The morning star's gift unlocks the castle where her brothers live.

### CHECK FOR UNDERSTANDING

Ask a student to name the place where the brothers live.

### COMMON MISCONCEPTION

Students may pick a choice that only describes the setting. The question asks how the setting matters.

### POSSIBLE STUDENT QUESTION

How does the morning star help the sister? It gives her the piece of wood that unlocks the castle.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the setting matters to the plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what happens when the sister loses the piece of wood.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the journey moves the plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the journey.

STAAR asks: Which sentence from the story best supports the idea that the journey through the wide world is part of the rising action? Point to the line that proves it.

"Thus she went on and on, and journeyed till she came to the world's end"

**I CAN** | I can point to the exact line where the journey moves the rising action.



The Writing Academy®, LLC

Grade 4 · Cluster 7 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show the sentence that proves the journey moves the plot."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The journey through the wide world is the rising action. Hunt for the line that shows her moving."

▶ Take two or three answers. Students underline *went on and on* on the **SHOW** row.

**ANSWER KEY:** Thus she went on and on, and journeyed till she came to the world's end.

CHECK FOR UNDERSTANDING

Ask a student why the journey matters.

COMMON MISCONCEPTION

Students may choose a line about the moon. Look for the line where the journey moves forward.

POSSIBLE STUDENT QUESTION

Where does the sister travel? To the world's end, then to the sun, the moon, and the stars.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the journey moving. Keep the demand at this level.

RAISE THE THINKING

Ask what the stars do for the sister.



TODAY'S THINKING JOB

# OWN

"I can write what happens at the glass-mountain."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the journey.

Write two sentences that tell what happens when the sister reaches the glass-mountain.

**"Then she felt for the little piece of wood; but when she unwrapped the cloth it was not there, and she saw she had lost the gift of the good stars."**

**I CAN** | I can write what happens when the sister reaches the castle.



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Grade 4 · Cluster 7 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write what happens at the glass-mountain."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The setting of the glass-mountain holds the danger. Write what the sister does there."**

▶ Students write what happens at the glass-mountain on the OWN row.

**ANSWER KEY:** Example: The sister finds the door shut, loses the wood, and opens the door with her finger.

### CHECK FOR UNDERSTANDING

Ask a student to read what happens at the glass-mountain.

### COMMON MISCONCEPTION

Students may write about the ending. Stay with what happens when she reaches the castle.

### POSSIBLE STUDENT QUESTION

Why does the sister cut off her finger? Because she lost the piece of wood and needs a key to open the door.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing what happens at the glass-mountain. Keep the demand at this level.

### RAISE THE THINKING

Ask how the sister feels when she finds the door shut.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the ring leads to the brothers being freed."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the link.

How does the ring the sister drops lead to her brothers being freed? Explain the connection.

**"When the seventh came to the bottom of his glass, and found there the ring, he looked at it, and knew that it was his father's and mother's"**

**I CAN** | I can defend the connection between the ring and the ending.



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Grade 4 • Cluster 7 • Plot • Friday

TEKS 4.8(C) • Plot • Week 32 of 36 • Cluster 7 • Module 4 • slide 6 of 10

## TEACHER SAYS & DOES • SLIDE 6 OF 10 •

### Friday • DEFEND • Reflective

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the ring leads to the brothers being freed."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action connects to the ending. One small thing can lead to a big change."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** The dropped ring leads the seventh raven to know his sister is near, so the ravens become boys again.

## CHECK FOR UNDERSTANDING

Ask a student to name what the ring does in the glass.

## COMMON MISCONCEPTION

Students may name a trap first. Start with what the ring leads to.

## POSSIBLE STUDENT QUESTION

Why does the seventh raven know the ring? Because he recognizes it as his father's and mother's.

## RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the ring leads to the brothers' freedom. Keep the demand at this level.

## RAISE THE THINKING

Ask what the ravens do right after the sister comes out.

**Follow the setting on your own.**

Go back to the story. Write how the morning star's gift matters to the plot. Copy the sentence that proves it.

**Go back to the story.**  
**Write how the morning star's gift matters.**  
**Copy the sentence that proves it.**

**I CAN** | I can tell how a setting detail moves the plot and prove it with a sentence.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the morning star in the story first. Then read what it gives the sister."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The father sends one son to the spring for water, and the other six run with him, so all seven boys leave together. That is where the trouble begins.

**CHOOSE C.** The morning star's gift unlocks the castle where her brothers live. A is Setting detail, not the plot: it only describes the places. B is Not in the text: the sun never carries the sister.

**SHOW** Thus she went on and on, and journeyed till she came to the world's end. This line shows the rising action moving forward, because each place the sister reaches brings her closer to the castle.

**OWN** Answers vary. Example: The sister finds the door shut and feels for the piece of wood, but it is not there, so she uses her little finger to open the door.

**DEFEND** The ring leads to the brothers' freedom, because when the seventh came to the bottom of his glass, and found there the ring, he knew his sister was near, and the ravens took their right form again.

**YOUR TURN** Answers vary. Example: The morning star's gift gives the sister the key to the castle. Proof: If you have not this little piece of wood, you cannot unlock the castle that stands on the glass-mountain, and there your brothers live.

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Grade 4 · Cluster 7 · Plot



TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“she took herself away in a hurry and came to the stars, and the stars were friendly and kind to her ... and went on again until she came to the glass-mountain, and found the door shut. ... What was to be done? She wanted to save her brothers”**

**How is the setting important to the plot?**

- A** The sun is hot, the moon is cold, and each star sits on its own little stool.
- B** The well is where the sister finds her brothers waiting for her.
- C** The morning star's gift gives the sister the key she needs to unlock the castle.
- D** The glass-mountain is only a pretty part of the scenery in the story.



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Grade 4 · Cluster 7 · Plot

TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing A because the sun and moon are really in the story, without checking how the setting moves the plot.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

- A** **The sun is hot, the moon is cold, and each star sits on its own little stool.**  
Topic Trap: Setting detail, not the plot. This only describes the places; it does not tell how the setting matters.
- B** **The well is where the sister finds her brothers waiting for her.**  
Stretched or Unsupported: Not in the text. The sister finds her brothers in the castle on the glass-mountain, not at the well.
- C** **The morning star's gift gives the sister the key she needs to unlock the castle. Correct.**  
Correct. The morning star's gift is what opens the castle, so the setting of the stars moves the plot toward the brothers.
- D** **The glass-mountain is only a pretty part of the scenery in the story.**  
Reversed Meaning: Opposite of the text. The glass-mountain holds the castle where the brothers live, so it is central to the plot.



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Grade 4 · Cluster 7 · Plot

TEKS 4.8(C) · Plot · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## PLOT

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

**A plot is the whole chain of events in a story.**

**A good summary tells the main events from the start to the ending in one or two sentences.**

**STAAR traps can name a small detail, so I check that a choice tells the whole plot, not just a piece.**

## THIS WEEK'S FOCUS

## Plot

from “The Twelve Huntsmen”

This week we learn to summarize the **whole plot** of a story, from the **rising action** to the ending. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action**. We read the story **The Twelve Huntsmen**. STAAR asks: **Which sentence best describes the plot of the story?** Trap this week: **Small detail, not a plot event**, a choice that names a small detail instead of the whole plot.

This deck teaches **summarizing the whole plot** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 8 • Plot

TEKS 4.8(C) • Plot • Week 33 of 36 • Cluster 8 • Module 1 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning to summarize the whole plot of a story in one sentence.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the plot, and we will learn to spot answers that name only a small detail.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 8 Module 1 . a class or student copy of “The Twelve Huntsmen” . the student tracking sheet . pencils . \* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to tell the plot of The Twelve Huntsmen in two sentences.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice how the story begins."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the story's start.

Read the beginning of **The Twelve Huntsmen**. Notice what the prince gives his bride. Circle the words that tell what happens.

**"There was once a king's son who had a bride whom he loved very much."**

**I CAN** | I can notice the first events of the plot.



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Grade 4 • Cluster 8 • Plot • Monday

TEKS 4.8(C) • Plot • Week 33 of 36 • Cluster 8 • Module 1 • slide 2 of 10

### TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice how the story begins."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The plot starts with the prince and his bride. Listen for the very first thing that happens."**

▶ Read the line twice. Students circle loved very much on the NOTICE row.

**ANSWER KEY:** The prince has a bride he loves very much.

### CHECK FOR UNDERSTANDING

Ask a student to tell what the prince gives his bride before he leaves.

### COMMON MISCONCEPTION

Students may jump ahead to the lion. Today we notice how the story begins.

### POSSIBLE STUDENT QUESTION

Why does the prince leave his bride? Because his father is sick and wants to see him before he dies.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing how the story begins. Keep the demand at this level.

### RAISE THE THINKING

Ask what the prince promises to do when he becomes king.



TODAY'S THINKING JOB

# CHOOSE

"I can choose the sentence that tells the whole plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the plot summary.

STAAR asks: **Which sentence best describes the plot of the story?** Pick the sentence that tells the whole plot, not just one part.

**"Then he saw the ring which he had given to his first bride, and when he looked in her face he recognized her."**

**A** The servant tells the huntsmen about the peas and the spinning-wheels. • **B** The true bride disguises herself as a huntsman and wins the king back. • **C** The lion is a wondrous animal that knows all secret things.

**I CAN** | I can choose a plot summary and name the traps.



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Grade 4 • Cluster 8 • Plot • Tuesday

TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the sentence that tells the whole plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A plot summary tells the whole story. Check that a choice covers more than one small part."**

▶ Students choose privately, then check each answer against the whole story with a partner.

**ANSWER KEY:** B. The true bride disguises herself as a huntsman and wins the king back.

## CHECK FOR UNDERSTANDING

Ask a student to name the part of the story the lion belongs to.

## COMMON MISCONCEPTION

Students may pick the lion choice because it is interesting. Interesting is not the same as the whole plot.

## POSSIBLE STUDENT QUESTION

What is a plot summary? A sentence that tells the main events of the whole story.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing the sentence that summarizes the whole plot. Keep the demand at this level.

## RAISE THE THINKING

Ask a student which events the correct summary leaves out.

TODAY'S THINKING JOB

# SHOW

"I can show the sentence that proves the disguise works."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Show the disguise.

STAAR asks: **Which sentence from the story best supports the idea that the true bride's disguise works?** Point to the line that proves it.

**"The king looked at her and did not know her, but as they were such handsome fellows, he said"**

**I CAN** | I can point to the exact line where the disguise hides the bride.



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Grade 4 • Cluster 8 • Plot • Wednesday

TEKS 4.8(C) • Plot • Week 33 of 36 • Cluster 8 • Module 1 • slide 4 of 10

### TEACHER SAYS & DOES • SLIDE 4 OF 10 •

Wednesday • SHOW • Independent

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the disguise works."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action is full of hidden tests. Hunt for the line that shows the disguise working."**

▶ Take two or three answers. Students underline did not know her on the SHOW row.

**ANSWER KEY:** The king looked at her and did not know her, but as they were such handsome fellows, he said yes.

### CHECK FOR UNDERSTANDING

Ask a student why the king cannot tell who the huntsman is.

### COMMON MISCONCEPTION

Students may choose a line about the ring. Today we show how the disguise hides her.

### POSSIBLE STUDENT QUESTION

How do the huntsmen fool the king? The king looks at them and does not know her, so he takes them into service.

### RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that proves the disguise works. Keep the demand at this level.

### RAISE THE THINKING

Ask what the king does because he does not know her.

TODAY'S THINKING JOB

# OWN

"I can write a summary of the whole plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the summary.

Write one sentence that summarizes the whole plot of the story in your own words.

**"He sent a messenger to the other bride, and entreated her to return to her own kingdom, for he had a wife already"**

**I CAN** | I can summarize the whole plot in one sentence.



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Grade 4 · Cluster 8 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

## TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write a summary of the whole plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"A summary tells the main events from start to finish. Write the whole arc in one sentence."**

▶ Students write their summary on the OWN row.

**ANSWER KEY:** Example: The king finds his true bride by her ring and sends the other bride home.

### CHECK FOR UNDERSTANDING

Ask a student to read their plot summary aloud.

### COMMON MISCONCEPTION

Students may write one small event. A summary tells the whole plot.

### POSSIBLE STUDENT QUESTION

Do I need every detail in my summary? No. Tell the main events only.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about writing a plot summary in my own words. Keep the demand at this level.

### RAISE THE THINKING

Ask what happens after the king sends the messenger to the other bride.

TODAY'S THINKING JOB

# DEFEND

"I can explain how a warning helps the bride stay hidden."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the connection.

How does the servant's warning lead to the true bride staying hidden? Explain the connection.

**"There was, however, a servant of the king's who favoured the huntsmen, and when he heard that they were going to be put to this test he went to them and repeated everything"**

**I CAN** | I can defend the connection between the warning and the disguise.



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Grade 4 · Cluster 8 · Plot · Friday

TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

## TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how a warning helps the bride stay hidden."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The rising action connects to the climax. One warning can keep the whole plan safe."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** The warning lets the bride prepare, so the peas do not give her away.

## CHECK FOR UNDERSTANDING

Ask a student to name what the warning helps the bride do.

## COMMON MISCONCEPTION

Students may name a trap without the connection. Start with what leads to what.

## POSSIBLE STUDENT QUESTION

Why does the servant warn the huntsmen? Because he favours them and wants to help them stay hidden.

## RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how a warning helps the bride stay hidden. Keep the demand at this level.

## RAISE THE THINKING

Ask what would happen if the servant kept quiet.

## Summarize the plot on your own.

Go back to the story. Write one sentence that tells the whole plot. Copy the sentence that proves the ending.

**Go back to the story.**  
**Write one sentence that tells the whole plot.**  
**Copy the sentence that proves the ending.**

**I CAN** | I can summarize the whole plot and prove the ending with a sentence.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Find the ending of the story first. Then write one sentence that sums up the whole plot."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

#### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

#### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

#### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

#### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

#### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** The story opens with a king's son who has a bride he loves very much, and then news comes that his father is dying.

**CHOOSE B.** The true bride disguises herself as a huntsman and wins the king back. A is Small detail, not a plot event: the servant's warning is a detail. C is Small detail, not a plot event: the lion's gift is a detail, not the whole plot.

**SHOW** The king looked at her and did not know her, but as they were such handsome fellows, he said yes. This proves the disguise works, because the king cannot tell that the huntsman is really his first bride.

**OWN** Answers vary. Example: The true bride hides as a huntsman, the king finds her by her ring, and he sends the other bride home because he already has a wife.

**DEFEND** The servant's warning leads to the bride staying hidden, because a servant of the king's who favoured the huntsmen repeated the test, and she told her maidens to step firmly, so the peas stayed still.

**YOUR TURN** Answers vary. Example: The true bride hides as a huntsman, is found by her ring, and marries the king. Proof: He sent a messenger to the other bride, and entreated her to return to her own kingdom, for he had a wife already.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

## CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

## COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

## POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

## RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

## RAISE THE THINKING

Ask which trap fooled them most this week and why.

# PLOT

READ THIS PASSAGE EXCERPT.

**“She thought for a moment and said: ‘Dear father, I wish for eleven girls exactly like myself in face, figure, and size.’ ... The king looked at her and did not know her ... The king was well pleased with the counsel, and caused the peas to be strewn.”**

**Which sentence best describes the plot of the story?**

**A** The lion is a wondrous animal that knows all concealed and secret things.

**B** The king has peas and spinning-wheels brought into the ante-chamber.

**C** The prince says yes to his dying father's wish.

**D** The true bride hides as a huntsman, is known by her ring, and weds the king.



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Grade 4 · Cluster 8 · Plot

TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

## TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

### Show What You Know

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is D.

## CHECK FOR UNDERSTANDING

Students cross out traps by name, not by guessing.

## COMMON MISCONCEPTION

Choosing A because the lion is a fun detail, without checking whether it tells the whole plot.

## POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Choose the one the whole passage proves.

## RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under test conditions.

## RAISE THE THINKING

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is D.

**A The lion is a wondrous animal that knows all concealed and secret things.**  
Topic Trap: Small detail, not a plot event. The lion's gift is a detail in the story, but it does not sum up the plot.

**B The king has peas and spinning-wheels brought into the ante-chamber.**  
Another Place: Wrong part of the story. The peas and spinning-wheels come in the rising action, not the whole plot.

**C The prince says yes to his dying father's wish.**  
Pattern Mix-Up: Wrong plot element. This is part of the conflict, not a summary of the whole plot.

**D The true bride hides as a huntsman, is known by her ring, and weds the king. Correct.**  
Correct. The disguise, the tests, and the ring that reveals the bride are all parts of the plot, and this sentence sums them up.



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Grade 4 · Cluster 8 · Plot

TEKS 4.8(C) · Plot · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is D. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.



EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

WHAT DOES THIS MEAN TO ME?

**The climax is the turning point of the plot, the moment when everything changes.**

**Before the climax the soldier is condemned to die, and after it the king gives up his kingdom.**

**The test gives me traps that go too far, so I check what the story really says before I choose.**

THIS WEEK'S FOCUS

## Plot

from “The Blue Light”\*

This week we zoom in on **the climax**, the turning point of the plot. Our TEKS is **4.8(C)**, and this week's breakout is **the climax**. We read the story **The Blue Light**. The climax is the moment when the soldier is about to die and the little man defeats the false judge, so the king begs for mercy. STAAR asks: **Why is the climax important to the story?** Trap this week: **Goes too far**, an answer that stretches the text and says more than the story really shows.

This deck teaches **finding the climax the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

*\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.*

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Grade 4 • Cluster 8 • Plot

TEKS 4.8(C) • Plot • Week 34 of 36 • Cluster 8 • Module 2 • slide 1 of 10

## TEACHER SAYS & DOES • SLIDE 1 OF 10 •

### Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are zooming in on the climax, the turning point of the plot. Our story is The Blue Light, and its climax changes everything.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question: Why is the climax important to the story? We will also learn to spot answers that go too far.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 8 Module 2 . a class or student copy of “The Blue Light” . the student tracking sheet . pencils .  
\* In order to strengthen the study of PLOT, we are using classic literature in this Triplet Slide Deck.

## CHECK FOR UNDERSTANDING

Ask a student to name the climax of a movie they know and what changes after it.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the turning point of a plot."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the turning point.

Read the end of **The Blue Light**. Find the moment when the soldier lights his pipe at the blue light. Circle the words that tell what he does.

**"Then the soldier pulled out his pipe and lighted it at the blue light"**

**I CAN** | I can notice the moment when the story's luck changes.



The Writing Academy®, LLC

Grade 4 · Cluster 8 · Plot · Monday

TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

### TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

#### Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the turning point of a plot."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax is the turning point. Listen for the moment the soldier's luck changes."**

▶ Read the line twice. Students circle lighted it at the blue light on the NOTICE row.

**ANSWER KEY:** The soldier lights his pipe at the blue light, and the little man appears.

### CHECK FOR UNDERSTANDING

Ask a student to say what happens right after the soldier lights his pipe.

### COMMON MISCONCEPTION

Students may call the witch's garden work the turning point. The turning point comes later, when the soldier is about to die.

### POSSIBLE STUDENT QUESTION

Why is this moment called a turning point? Because before it the soldier is doomed, and after it his luck changes.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the turning point of a plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what the soldier asks for right before he lights the pipe.

TODAY'S THINKING JOB

# CHOOSE

"I can choose why the climax matters."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose why the climax matters.

STAAR asks: **Why is the climax important to the story?** Pick the answer that best tells what the climax does.

**"Then the manikin fell on them like lightning"**

**A** It changes the soldier's fate from death to winning the kingdom. • **B** It proves the soldier will always be safe with the blue light. • **C** It matters because the soldier digs the garden and chops the wood.

**I CAN** | I can tell what the climax does to the story.



The Writing Academy®, LLC

Grade 4 • Cluster 8 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 34 of 36 • Cluster 8 • Module 2 • slide 3 of 10

### TEACHER SAYS & DOES • SLIDE 3 OF 10 •

Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose why the climax matters."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"All three choices use the story. Only one tells what the climax does."**

▶ Students choose privately, then name the turning point with a partner.

**ANSWER KEY:** A. It changes the soldier's fate from death to winning the kingdom.

### CHECK FOR UNDERSTANDING

Ask a student to find the sentence where the king gives up.

### COMMON MISCONCEPTION

Students may pick B because the blue light seems powerful. Powerful is not the same as always safe.

### POSSIBLE STUDENT QUESTION

How can always be wrong if the light is strong? Because the story never says always, and the dwarf warned the soldier he would fare ill.

### RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing why the climax matters. Keep the demand at this level.

### RAISE THE THINKING

Ask a student which choice names the real change at the climax.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the climax turning.

STAAR asks: Which sentence from the story best supports the idea that the climax turns the king into the one begging for mercy? Point to the line that proves it.

"The king was terrified; he threw himself on the soldier's mercy"

I CAN | I can point to the line where the climax turns the story.



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Grade 4 · Cluster 8 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show the sentence that proves the turning point."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The climax shows the change. Hunt for the line where the king gives up."

▶ Take two or three answers. Students underline threw himself on the SHOW row.

**ANSWER KEY:** The king was terrified; he threw himself on the soldier's mercy.

CHECK FOR UNDERSTANDING

Ask a student to tell what the king does after the judge is beaten.

COMMON MISCONCEPTION

Students may choose the pea sentence as the turning point. The peas come earlier, in the rising action.

POSSIBLE STUDENT QUESTION

Why is this the strongest proof? Because it shows the king begging, which proves the story has turned.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the line where the climax turns the story. Keep the demand at this level.

RAISE THE THINKING

Ask what the soldier gains because of this moment.

TODAY'S THINKING JOB

# OWN

"I can write why the climax matters."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the climax.

Write two sentences that tell why the climax matters. Use what happens right before it and right after it.

**"as soon as a few wreaths of smoke had ascended, the manikin was there with a small cudgel in his hand"**

**I CAN** | I can explain the turning point in my own words.



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Grade 4 · Cluster 8 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can write why the climax matters."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax changes everything. Show what comes before it and after it."**

▶ Students write two sentences on the OWN row, one before and one after.

**ANSWER KEY:** Example: The soldier is condemned, the manikin appears with his cudgel, and the king gives up the kingdom.

### CHECK FOR UNDERSTANDING

Ask a student to read their two sentences and point to the change they show.

### COMMON MISCONCEPTION

Students may describe the witch's work as the climax. The climax is the moment the soldier's fate turns, at the end.

### POSSIBLE STUDENT QUESTION

Do I need to use the words climax and resolution? No, but your two sentences should show the change.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about explaining why the climax matters on my own. Keep the demand at this level.

### RAISE THE THINKING

Ask a student what the king does right after the judge falls.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the climax leads to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the climax.

How does the event in paragraph 6 lead to the end of the story? Explain the connection.

**"whosoever was so much as touched by his cudgel fell to earth"**

**I CAN** | I can defend how the climax connects to the resolution.



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Grade 4 · Cluster 8 · Plot · Friday

TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the climax leads to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax causes the ending. Trace the connection from one to the other."**

▶ Students write the connection and the word because on the DEFEND row.

**ANSWER KEY:** Because the manikin beats the judge, the king begs for mercy and gives away the kingdom.

### CHECK FOR UNDERSTANDING

Ask a student to name the event that happens right after the little man beats the judge.

### COMMON MISCONCEPTION

Students may say the climax proves the soldier was always safe. The story shows him chained and condemned just before.

### POSSIBLE STUDENT QUESTION

How do I know the climax caused the ending? Because the king only gives up his kingdom after the judge is beaten.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax connects to the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask what the story would be like if the soldier never lit his pipe.

**Follow the climax on your own.**

Go back to paragraph 6. Write why the climax matters, and copy the sentence that proves the soldier's fate changes.

**Go back to paragraph 6.**  
**Write why the climax matters.**  
**Copy the sentence that proves the soldier's fate changes.**

**I CAN** | I can explain why the climax matters and prove it with a sentence from the story.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Read paragraph 6 first. The climax is right before the king gives up his kingdom."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Then the soldier pulled out his pipe and lighted it at the blue light. He is on his way to die, but the little man appears, and that is the turning point where his luck changes.

**CHOOSE A.** It changes the soldier's fate from death to winning the kingdom. The manikin fell on them like lightning, and the king gave up. B is Goes too far: the story never says always. C is Wrong part of the story: the garden work is earlier.

**SHOW** The king was terrified; he threw himself on the soldier's mercy. Right before this, the little man strikes down the false judge, so the king sees he cannot win. That is the turning point: the king begs, and the soldier holds the power.

**OWN** Answers vary. Example: Before the climax, the soldier is condemned to die. At the climax, as soon as a few wreaths of smoke had ascended, the manikin was there with a small cudgel in his hand, and after that the king gives up his kingdom.

**DEFEND** Because the little man defeats the false judge, the climax leads to the end: whosoever was so much as touched by his cudgel fell to earth, and the king throws himself on the soldier's mercy and gives up his kingdom.

**YOUR TURN** Answers vary. Example: The climax matters because it turns the soldier's death sentence into victory. Proof: The king was terrified; he threw himself on the soldier's mercy.



TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.



READ THIS PASSAGE EXCERPT.

**“Next day the soldier was tried, and though he had done nothing wicked, the judge condemned him to death. ... When he was led forth to die, he begged a last favour of the king. ... Then the soldier pulled out his pipe and lighted it at the blue light”**

**Why is the climax important to the story?**

- A** It shows that the soldier always wins, no matter what the king does.
- B** It is the turning point: the little man defeats the judge, so the king gives up his kingdom and his daughter to wife.
- C** It matters because the soldier digs the witch's garden and chops her wood.
- D** It matters because the king scatters peas in every street to hide the track.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is B.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because the blue light is powerful, without checking that the story never says the soldier always wins.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is B.

**It shows that the soldier always wins, no matter what the king does.**

- A** Stretched or Unsupported: Goes too far. The story never says the soldier always wins; just before the climax he is chained in prison and condemned to death.

**It is the turning point: the little man defeats the judge, so the king gives up his kingdom and his daughter to wife. Correct.**

- B** Correct. In the climax the little man defeats the judge, and that makes the king give up his kingdom and his daughter to wife.

**It matters because the soldier digs the witch's garden and chops her wood.**

- C** Another Place: Wrong part of the story. Digging the garden and chopping the wood happen at the witch's house, in the rising action.

**It matters because the king scatters peas in every street to hide the track.**

- D** Another Place: Wrong character. The manikin scatters the peas in every street, not the king, and that happens before the climax.



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Grade 4 · Cluster 8 · Plot

TEKS 4.8(C) · Plot · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is B. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The resolution is the ending of a story, where the problem settles.

The resolution connects to the rising action because the character uses what they learned.

The test may say the opposite of the text, so I check the story before I choose.

## THIS WEEK'S FOCUS

## Plot

from “A Day That Changed”

This week we analyze the **resolution** of a story and how it connects to the rising action. Our TEKS is **4.8(C)**, and this week's breakout is **the resolution**. We read **A Day That Changed**. STAAR asks: **How does the resolution connect to the rising action?** Trap this week: **Opposite of the text**, an answer that says the reverse of what the story shows.

This deck teaches **analyzing the resolution the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 8 • Plot

TEKS 4.8(C) • Plot • Week 35 of 36 • Cluster 8 • Module 3 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are learning to analyze the resolution, the ending where Jayden's problem settles.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about the resolution, and we will learn to spot answers that say the opposite of the text.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 8 Module 3 . a class or student copy of “A Day That Changed” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to tell the ending of a favorite book in one sentence.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first events in a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the story's problem.

Read the first lines of **A Day That Changed**. Notice how the day begins. Circle the words that tell what happens.

**"Jayden woke up early, excited for field day."**

**I CAN** | I can notice how a story begins before its resolution.



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Grade 4 • Cluster 8 • Plot • Monday

TEKS 4.8(C) • Plot • Week 35 of 36 • Cluster 8 • Module 3 • slide 2 of 10

### TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first events in a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The beginning sets up the day. Watch what happens to that perfect morning."**

▶ Read the line twice. Students circle woke up early on the NOTICE row.

**ANSWER KEY:** Jayden wakes up early, excited for field day.

### CHECK FOR UNDERSTANDING

Ask a student what Jayden expects from the day.

### COMMON MISCONCEPTION

Students may name the rain as the start. The story begins with the sunny morning, before any rain.

### POSSIBLE STUDENT QUESTION

Is the resolution the first event? No. The resolution comes at the very end.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the beginning of a plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what Jayden thinks about the weather when he wakes up.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the resolution connects."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the resolution idea.

STAAR asks: **How does the resolution connect to the rising action?** Pick the choice that links what Jayden learned to how the story ends.

**"He had finished the relay race, laughed with his friends, and learned to look at the sky in a new way."**

**A** Jayden forgets his lessons and hopes for perfect weather. • **B** The resolution shows Jayden using what he learned about weather. • **C** The resolution is the rain that moved everyone inside.

**I CAN** | I can link the ending to what Jayden learned during the story.



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Grade 4 · Cluster 8 · Plot · Tuesday

TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

## TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the resolution connects."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution uses the lessons from the rising action. Check the ending."**

▶ Students choose privately, then explain why A says the opposite.

**ANSWER KEY:** B. The resolution shows Jayden using what he learned about weather.

## CHECK FOR UNDERSTANDING

Ask a student what Jayden does at the end that shows his learning.

## COMMON MISCONCEPTION

Students may pick A because it sounds possible. The story shows the opposite: Jayden checks the sky.

## POSSIBLE STUDENT QUESTION

How do I know the resolution connects? The ending shows Jayden doing what he learned.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about choosing how the resolution connects to the rising action. Keep the demand at this level.

## RAISE THE THINKING

Ask what Jayden writes in his journal about the day.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves Jayden changed."

EXACT TEKS WORDING

"analyze plot elements, including the rising action, climax, falling action, and resolution"

Show the change.

Which sentence from the story best supports the idea that Jayden no longer assumes the weather will stay perfect?

"Jayden was excited, but this time he did not assume the weather would stay perfect all day."

**I CAN** | I can point to the sentence where Jayden shows what he learned.



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Grade 4 · Cluster 8 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is **SHOW**. I can show the sentence that proves Jayden changed."

▶ Read the I can statement aloud, then read the test-style question on the slide.

"The ending shows a change. Hunt for the sentence where Jayden thinks differently."

▶ Students underline did not assume on the **SHOW** row.

**ANSWER KEY:** Jayden was excited, but this time he did not assume the weather would stay perfect all day.

CHECK FOR UNDERSTANDING

Ask a student what Jayden does instead of assuming.

COMMON MISCONCEPTION

Students may pick a sentence about the rain. Look for the sentence that shows how Jayden changed.

POSSIBLE STUDENT QUESTION

Why is this the proof? Because it shows Jayden stopped guessing about the weather.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence that shows the change. Keep the demand at this level.

RAISE THE THINKING

Ask how Jayden's behavior at the end differs from his behavior at the start.

TODAY'S THINKING JOB

# OWN

"I can retell the resolution in my own words."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the resolution.

Write the ending of the story in your own words: what Jayden learned and what he tells his family. Use because or so.

**"Weather can change in a few hours,' he said, 'but climate is the usual pattern over a long time.'"**

**I CAN** | I can explain the ending of the story independently.



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Grade 4 · Cluster 8 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can retell the resolution in my own words."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The resolution is what Jayden carries away from the story. Use so or because."**

▶ Students write their ending on the OWN row with a connecting word.

**ANSWER KEY:** Example: Jayden learned the difference, so he explains weather and climate to his family.

### CHECK FOR UNDERSTANDING

Ask a student to read their ending while the class listens for the connecting word.

### COMMON MISCONCEPTION

Students may write only about the rain. The resolution is what Jayden learns and says at the end.

### POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the idea true.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about retelling the resolution independently. Keep the demand at this level.

### RAISE THE THINKING

Ask what Jayden would have said before he learned the lesson.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the events connect to the ending."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the ending.

How does the event in paragraph 38 lead to Jayden's understanding at the end of the story?

**"Field day had changed, but it had helped him understand an important science idea."**

**I CAN** | I can connect the turning point to the resolution with evidence.



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Grade 4 · Cluster 8 · Plot · Friday

TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the events connect to the ending."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"One event leads to the next. The announcement leads to Jayden's new way of watching the sky."**

▶ Students write the word *so* or *because* on the DEFEND row.

**ANSWER KEY:** The announcement leads to the ending, so Jayden checks the sky and understands the lesson.

### CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding both events in the story.

### COMMON MISCONCEPTION

Students may say the lesson happens after the ending. The lessons come first, and the ending shows them.

### POSSIBLE STUDENT QUESTION

Why does paragraph 38 matter? Because it gives Jayden a second field day to show what he learned.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the turning point leads to the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask what Jayden does differently on the second field day.



**Follow the resolution on your own.**

Go back to the story. Write what Jayden says about weather when he gets home. Copy the sentence that proves it.

**Go back to the story.**  
**Write what Jayden says about weather when he gets home.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the resolution and prove it with a sentence from the story.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·****Independent Practice · YOUR TURN**

~5 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn to use the question on your own.”**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**“Read the page where Jayden gets home. His words to his family are the proof.”**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

**CHECK FOR UNDERSTANDING**

Scan for an answer plus a quoted or pointed-to piece of evidence.

**COMMON MISCONCEPTION**

Students may write an answer with no proof. Require the evidence.

**POSSIBLE STUDENT QUESTION**

What counts as evidence? Words from the passage that you can point to.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the question type.

**RAISE THE THINKING**

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Jayden wakes up early, excited for field day, while the sky is bright and clear. The story begins with a perfect morning that will soon change.

**CHOOSE B.** The resolution shows Jayden using what he learned about weather. A is Opposite of the text: Jayden does not forget his lessons. C is Wrong part of the story: the rain comes earlier, not in the resolution.

**SHOW** Jayden was excited, but this time he did not assume the weather would stay perfect all day. This sentence is the proof because it shows Jayden changed: he no longer guesses the day will stay sunny.

**OWN** Answers vary. Example: Jayden learned that weather changes quickly while climate is a long-term pattern, so he tells his family: Weather can change in a few hours, but climate is the usual pattern over a long time.

**DEFEND** The announcement in paragraph 38 leads to the ending, because Jayden proves he learned the lesson, so he checks the sky instead of assuming. Field day had changed, but it had helped him understand an important science idea.

**YOUR TURN** Answers vary. Example: Jayden tells his family that weather changes in a few hours but climate is the usual pattern over a long time. Proof: "Weather can change in a few hours," he said, "but climate is the usual pattern over a long time."

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Later that day, the principal announced that field day would be finished the following week. ... He had finished the relay race, laughed with his friends, and learned to look at the sky in a new way.”**

**How does the resolution connect to the rising action?**

- A** The resolution shows Jayden forgetting his weather lessons and hoping for perfect weather.
- B** The resolution is the rain storm that moved everyone inside before lunch.
- C** The resolution shows Jayden using his lessons, because he checks the sky and no longer assumes a sunny day stays sunny.
- D** The resolution shows Jayden moving to a place with a much colder climate.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is C.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing A because Jayden did hope for a good day, without checking that the ending shows the opposite.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is C.

**The resolution shows Jayden forgetting his weather lessons and hoping for perfect weather.**

- A** Reversed Meaning: Opposite of the text. Jayden does not forget his lessons; he checks the sky and explains the weather carefully.

**The resolution is the rain storm that moved everyone inside before lunch.**

- B** Another Place: Wrong part of the story. The rain that moved everyone inside happens at lunch, long before the resolution.

**The resolution shows Jayden using his lessons, because he checks the sky and no longer assumes a sunny day stays sunny. **Correct.****

- C** Correct. The resolution shows Jayden using what he learned, because he checks the sky and no longer assumes a sunny day stays sunny.

**The resolution shows Jayden moving to a place with a much colder climate.**

- D** Stretched or Unsupported: Not in the text. The story never says Jayden moves to a place with a colder climate.



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Grade 4 · Cluster 8 · Plot

TEKS 4.8(C) · Plot · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is C. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.

## EXACT TEKS WORDING (FROM TEA)

*“analyze plot elements, including the rising action, climax, falling action, and resolution”*

## WHAT DOES THIS MEAN TO ME?

The plot line has four parts: rising action, climax, falling action, and resolution.

The climax is the turning point, and the resolution is how the story settles after it.

The test may name the wrong plot element, so I check which part of the plot each choice names.

## THIS WEEK'S FOCUS

## Plot

from “Looking Back to Move Forward”

This week we put the whole plot line together: the **rising action**, the **climax**, the **falling action**, and the **resolution**. Our TEKS is **4.8(C)**, and this week's breakout is **the rising action, climax, falling action, and resolution**. We read **Looking Back to Move Forward**. STAAR asks: **Which sentence best explains how the climax leads to the resolution?** Trap this week: **Wrong plot element**, a choice that names the wrong part of the plot line.

This deck teaches **the whole plot line the STAAR way** across the five RPLD thinking levels:

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



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Grade 4 • Cluster 8 • Plot

TEKS 4.8(C) • Plot • Week 36 of 36 • Cluster 8 • Module 4 • slide 1 of 10

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 •

## Introduce the Week

~5 min

*“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)*

**“This week we are putting the whole plot line together: rising action, climax, falling action, and resolution.”**

▶ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

**“Each day we will practice a real STAAR question about how the climax leads to the resolution, and we will learn to spot the wrong plot element.”**

▶ *Point to the five thinking levels. Tell students that every day they will also hunt for one trap answer.*

**PREP & MATERIALS:** the Plot slide deck for Cluster 8 Module 4 . a class or student copy of “Looking Back to Move Forward” . the student tracking sheet . pencils

## CHECK FOR UNDERSTANDING

Ask a student to name the four parts of a plot line.

## RAISE THE THINKING

Ask a student why a test might include answers that sound right but are wrong.

TODAY'S THINKING JOB

# NOTICE

"I can notice the first event in a story."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Notice the story's start.

Read the first lines of **Looking Back to Move Forward**. Notice the very first event. Circle the words that tell what happens.

**"Ava leaned forward as her teacher showed a painting on the board."**

**I CAN** | I can notice where a plot begins before the climax.



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Grade 4 • Cluster 8 • Plot • Monday

TEKS 4.8(C) • Plot • Week 36 of 36 • Cluster 8 • Module 4 • slide 2 of 10

### TEACHER SAYS & DOES • SLIDE 2 OF 10 •

Monday • NOTICE • Foundational

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice the first event in a story."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Every plot starts somewhere. This story starts with a painting."**

▶ Read the line twice. Students circle *leaned forward* on the NOTICE row.

**ANSWER KEY:** Ava leans forward as her teacher shows the painting.

### CHECK FOR UNDERSTANDING

Ask a student what Ava does at the very start.

### COMMON MISCONCEPTION

Students may name the ending as the start. The story begins with the painting on the board.

### POSSIBLE STUDENT QUESTION

Does the story start at the turning point? No. It starts with the painting on the board.

### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about noticing the first event in a plot. Keep the demand at this level.

### RAISE THE THINKING

Ask what Ava wonders about the people in the painting.

TODAY'S THINKING JOB

# CHOOSE

"I can choose how the climax leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Choose the plot-line idea.

STAAR asks: **Which sentence best explains how the climax leads to the resolution?** Pick the choice that connects Ava's turning point to the ending.

**"Finally, she wrote, 'The Renaissance showed that people could study the past to create new ideas about art, learning, and government.'"**

- A** Ava's sentence about the Renaissance leads to her final idea. • **B** The resolution is Ava first seeing the painting in class. • **C** Mateo's question about old ideas is the climax of the story.

**I CAN** | I can connect the turning point to the ending of the story.



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Grade 4 • Cluster 8 • Plot • Tuesday

TEKS 4.8(C) • Plot • Week 36 of 36 • Cluster 8 • Module 4 • slide 3 of 10

## TEACHER SAYS & DOES • SLIDE 3 OF 10 •

### Tuesday • CHOOSE • Developing

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose how the climax leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax turns, and the resolution follows. Watch for the wrong plot element."**

▶ Students choose privately, then explain why B names the wrong part.

**ANSWER KEY:** A. Ava's sentence about the Renaissance leads to her final idea.

## CHECK FOR UNDERSTANDING

Ask a student which plot part Mateo's question belongs to.

## COMMON MISCONCEPTION

Students may pick B because it really happens. It happens first, so it cannot be the resolution.

## POSSIBLE STUDENT QUESTION

How do I know a plot element is wrong? The choice names an event from the wrong part of the plot line.

## RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about connecting the climax to the resolution. Keep the demand at this level.

## RAISE THE THINKING

Ask what Ava's turning point is and how the story ends.

TODAY'S THINKING JOB

SHOW

"I can show the sentence that proves the turning point."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

Show the turning point.

Which sentence from the story best supports the idea that Ava's understanding is the turning point of the lesson?

**"It was what made her notice more in the painting than she had seen when it first appeared on the board."**

**I CAN** | I can point to the sentence where Ava's thinking deepens.



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Grade 4 · Cluster 8 · Plot · Wednesday

TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can show the sentence that proves the turning point."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax shows a change in thinking. Hunt for the sentence where Ava sees more."**

▶ Students underline notice more in the painting on the SHOW row.

**ANSWER KEY:** It was what made her notice more in the painting than she had seen when it first appeared on the board.

CHECK FOR UNDERSTANDING

Ask a student what Ava notices now that she missed at first.

COMMON MISCONCEPTION

Students may pick a sentence about the arches. Look for the sentence where Ava's thinking changes.

POSSIBLE STUDENT QUESTION

Why is this the turning point? Because Ava sees the painting differently than she did at the start.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about locating the sentence where the plot turns. Keep the demand at this level.

RAISE THE THINKING

Ask what Ava understands now that she did not understand before.



TODAY'S THINKING JOB

# OWN

"I can retell the whole plot line."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Own the plot line.

Write the plot of the lesson in four parts: rising action, climax, falling action, and resolution. Use the four part names.

**"The past could become a guide, not because it had every answer, but because it helped people ask better questions."**

**I CAN** | I can name all four parts of the plot in order.



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Grade 4 · Cluster 8 · Plot · Thursday

TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

### TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can retell the whole plot line."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"Use the four part names so a listener can follow the whole plot line."**

▶ Students write four sentences on the OWN row, one for each part.

**ANSWER KEY:** Example: rising action is the learning, climax is the clear sentence, falling action is the last look, resolution is the past as a guide.

### CHECK FOR UNDERSTANDING

Ask a student to read their four parts while the class checks the order.

### COMMON MISCONCEPTION

Students may skip a part. The plot line needs all four parts to be complete.

### POSSIBLE STUDENT QUESTION

Do I have to use the story's exact words? No. Use your own words, but keep the parts true.

### RPLD EVIDENCE & ADVICE

OWN at Advanced is about naming all four plot parts independently. Keep the demand at this level.

### RAISE THE THINKING

Ask which of their four parts is the turning point and why.

TODAY'S THINKING JOB

# DEFEND

"I can explain how the climax leads to the resolution."

EXACT TEKS WORDING

*"analyze plot elements, including the rising action, climax, falling action, and resolution"*

## Defend the plot line.

How does the event in paragraph 63 lead to the resolution at the end of the story?

**"Sometimes, looking back can help people move forward."**

**I CAN** | I can connect the turning point to the ending with evidence.



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Grade 4 · Cluster 8 · Plot · Friday

TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

### TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

#### Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain how the climax leads to the resolution."**

▶ Read the I can statement aloud, then read the test-style question on the slide.

**"The climax turns, and the resolution follows. Ava's sentence leads to her final idea."**

▶ Students write the word so or because on the DEFEND row.

**ANSWER KEY:** Ava's sentence in paragraph 63 leads to the resolution, so looking back can help people move forward.

### CHECK FOR UNDERSTANDING

Ask a student to prove the connection by finding both parts in the story.

### COMMON MISCONCEPTION

Students may call the beginning the resolution. The resolution is the ending, after the climax.

### POSSIBLE STUDENT QUESTION

Why does paragraph 63 matter? Because it is the moment Ava states the main idea.

### RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about explaining how the climax leads to the resolution. Keep the demand at this level.

### RAISE THE THINKING

Ask what the story would lose if Ava never wrote her sentence.

## Follow the plot line on your own.

Go back to the story. Write the resolution of the lesson. Copy the sentence that proves it.

**Go back to the story.**  
**Write the resolution of the lesson.**  
**Copy the sentence that proves it.**

**I CAN** | I can find the resolution and prove it with a sentence from the story.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

### TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

#### Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Now it is your turn to use the question on your own."**

▶ Read the Your Turn task. Students work independently on the tracking sheet.

**"Read the last page of the story. The final sentence is the proof of the resolution."**

▶ Circulate and note who proves the answer with text evidence.

**ANSWER KEY:** Answers vary.

### CHECK FOR UNDERSTANDING

Scan for an answer plus a quoted or pointed-to piece of evidence.

### COMMON MISCONCEPTION

Students may write an answer with no proof. Require the evidence.

### POSSIBLE STUDENT QUESTION

What counts as evidence? Words from the passage that you can point to.

### RPLD EVIDENCE & ADVICE

Independent practice shows who owns the question type.

### RAISE THE THINKING

Ask an early finisher to write one trap answer and name its trap.

Answers, across the five thinking levels.

**NOTICE** Ava leans forward as her teacher shows The School of Athens on the board. The story begins with Ava noticing the painting and asking who the people are.

**CHOOSE** A. Ava's sentence about the Renaissance leads to her final idea. B is Wrong plot element: seeing the painting first is the beginning, not the resolution. C is Wrong part of the story: Mateo's question is rising action, not the climax.

**SHOW** It was what made her notice more in the painting than she had seen when it first appeared on the board. This line proves the turning point because Ava now sees the painting in a deeper way than she did at the start.

**OWN** Answers vary. Example: The rising action is Ava learning, the climax is her clear sentence, and the resolution is that the past could become a guide, not because it had every answer, but because it helped people ask better questions.

**DEFEND** Ava's sentence in paragraph 63 leads to the resolution, because once she writes the main idea she sees the painting in a new way. Sometimes, looking back can help people move forward.

**YOUR TURN** Answers vary. Example: The resolution is that looking back can help people move forward. Proof: Sometimes, looking back can help people move forward.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 8 of 10

## TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

### Review the Answers

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Let's check our work across the five thinking levels."**

▶ Reveal the answer slide one row at a time.

**"If you missed one, that is where your learning is. Go back to the passage and find the proof."**

▶ Celebrate students who named a trap, not only the right answer.

### CHECK FOR UNDERSTANDING

Students can give the answer and the proof.

### COMMON MISCONCEPTION

Right answer, no proof. Ask where the passage says so.

### POSSIBLE STUDENT QUESTION

Why do I need proof? Because the test only rewards answers the passage supports.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND.

### RAISE THE THINKING

Ask which trap fooled them most this week and why.

READ THIS PASSAGE EXCERPT.

**“Finally, she wrote, ‘The Renaissance showed that people could study the past to create new ideas about art, learning, and government.’ ... Sometimes, looking back can help people move forward.”**

**Which sentence best explains how the climax leads to the resolution?**

- A** The climax is Ava's sentence about the Renaissance, so the resolution shows the past can guide people forward.
- B** The resolution is Ava first seeing the painting and asking who the people are.
- C** The climax is Mateo's question about old ideas, which comes before Ava's turning point.
- D** The climax leads to a resolution where people copy the past and nothing new is created.

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Grade 4 · Cluster 8 · Plot



TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

**TEACHER SAYS & DOES · SLIDE 9 OF 10 ·**

**Show What You Know**

~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, worded the way the STAAR test words it.”**

▶ Read the excerpt and the question aloud.

**“Read all four choices. Cross out each trap and say its name before you choose.”**

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

**ANSWER KEY:** The answer is A.

**CHECK FOR UNDERSTANDING**

Students cross out traps by name, not by guessing.

**COMMON MISCONCEPTION**

Choosing B because Ava really does see the painting first, without checking which plot part that event belongs to.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Choose the one the whole passage proves.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under test conditions.

**RAISE THE THINKING**

Ask a student to name the trap in each wrong choice.

# PLOT

## The answer is A.

- A** **The climax is Ava's sentence about the Renaissance, so the resolution shows the past can guide people forward. Correct.**  
Correct. Ava's turning point is her clear sentence about the Renaissance, and that leads to the resolution that looking back can help people move forward.
- B** **The resolution is Ava first seeing the painting and asking who the people are.**  
Pattern Mix-Up: Wrong plot element. Ava first seeing the painting is the beginning of the story, not the resolution.
- C** **The climax is Mateo's question about old ideas, which comes before Ava's turning point.**  
Another Place: Wrong part of the story. Mateo's question comes in the middle, so it is rising action, not the climax.
- D** **The climax leads to a resolution where people copy the past and nothing new is created.**  
Reversed Meaning: Opposite of the text. The story says people used old ideas to create something new, not that nothing new was created.



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Grade 4 · Cluster 8 · Plot

TEKS 4.8(C) · Plot · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

## TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

### The Answer, and Why

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"The answer is A. The most important part is understanding why each other choice is a trap."**

▶ Reveal each choice's reason. Say the trap name aloud with the class.

**"Each wrong choice sounds possible. The trap name tells you why it fails."**

▶ Have students write one sentence explaining why the correct answer fits.

## CHECK FOR UNDERSTANDING

Students can match each wrong choice to a trap name.

## COMMON MISCONCEPTION

Knowing the answer but not why the others fail.

## POSSIBLE STUDENT QUESTION

What if a wrong choice is true? True is not enough. It must answer the question.

## RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

## RAISE THE THINKING

Ask a student to write a new trap answer for this question.